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ABSTRACT

This report of the Institute for Teachers of Students with Special Needs, held July 20-31, 1970, represents major presentations and content of the Institute. Several sessions were devoted to group discussions, panels, demonstrations, field trips, and small group activities. The major objectives of the institute were: (1) to provide a setting for identification and discussion of problems and issues that are inherent in developing programs and teaching disadvantaged students; (2) to develop an understanding of and empathy and appreciation for disadvantaged pupils; (3) to determine changes in programs for disadvantaged students in North Carolina communities that should be made in light of changing technology, teaching methods, and community patterns; (4) to generate a meaningful dialogue between teachers of disadvantaged pupils and other leaders in occupational and general education on current issues and problems affecting programs for disadvantaged pupils, with implications for effective program development in North Carolina communities; and, (5) to determine how resources within and external to the local community can be utilized most effectively in teaching disadvantaged pupils, and to encourage the development of an association of local communities toward this end. (Author/JM)

MAJOR OBJECTIVES

1. To provide a setting for identification and discussion of problems and issues that are inherent in developing programs and teaching disadvantaged students.

2. To develop an understanding of, empathy, and appreciation for disadvantaged pupils.

3. To determine changes in programs for disadvantaged students in North Carolina communities that should be made in light of changing technology, teaching methods, and community patterns.

4. To generate a meaningful dialogue between teachers of disadvantaged pupils and other leaders in occupational and general education on current issues and problems affecting programs for disadvantaged pupils, with implications for effective program development in North Carolina communities.

5. To determine how resources within and external to the local community can be utilized most effectively in teaching disadvantaged pupils and to encourage the development of an association of local communities toward this end.

ED 061 368

MOTIVATION AND EDUCATION OF DISADVANTAGED PUPILS

Report of the

INSTITUTE FOR TEACHERS OF
STUDENTS WITH SPECIAL NEEDS

North Carolina Agricultural and
Technical State University
Greensboro, North Carolina

July 20-31, 1970

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PREFACE

Recent legislation has made it clear that programs for the disadvantaged should become a top priority in education. If we are to meet the needs of the disadvantaged pupils, we must give them special attention in our public schools. To prepare teachers for the job, we must determine, with some reasonable level of confidence, issues, problems, and possible solutions that these teachers will need to do the best possible job.

The primary purpose of the institute was to focus attention on preparing teachers for more effective motivation and education of disadvantaged pupils in the public schools of North Carolina.

Participants in the institute included secondary school teachers who were devoting part time to teaching disadvantaged pupils in the public schools of North Carolina.

This report represents major presentations and content of the institute. Several sessions were devoted to group discussions, panels, demonstrations, field tripss, and small group activities.

Appreciation is expressed to the many persons who contributed to the planning of the institute. Among these were the following: Robert Mullen, Nurham Warwick, Marie C. Moffitt, M. S. Sanders, W. T. Ellis, W. T. Johnson, Sr., and Willie J. Walls. Special thanks are due those who served as session chairmen during the institute, the consultants, and those who attended and contributed to the discussions.

A. P. Bell
Institute Director

STRATEGIES FOR UNDERSTANDING THE DISADVANTAGED YOUTH
AN APPROACH TO SUCCESSFUL TEACHING

Robert N. Dorsey, Psychologist
Program for the Disadvantaged
Escambia County Board of Education
Pensacola, Florida

Recently, I was reading translations of some articles that were written by a professor at the University of Bologna and were published in 1600 and something. This man was writing about what poor students schools were turning out and they were not reaching all the students.

In fact, you could take this man's articles, change the date and put them in modern English and you could publish them today.

Now, in this country, there have been some school teachers worrying about disadvantaged since public schools were begun in this country. We didn't call the students disadvantaged then....We looked at them as though they were something different and apart from all other people.

At this point, I would like to define what we are calling disadvantaged. The disadvantaged child is any child that cannot benefit from the regular program in the school; that is, he cannot function up to his optimum level of development for whatever the reason.

This does not necessarily have anything to do with socio-economic level, race, or anything else. It has to do with the peculiar individual.

Now, it is true that the bulk of these children come from very low socio-economic groups of all races. Poverty in itself does not necessarily create disadvantaged. In fact, I think the term disadvantaged itself is unfortunate. I am quite sure people in education played around with terms a long time before they come up with disadvantaged. I think that what we should say is that they are deprived. We have deprived them of an education.

I never quite understood what we meant by the term disadvantaged. I could never define it to my satisfaction, but I can readily say that these children have been deprived of education and will continue to be deprived of education unless we do something about it.

From the beginning of public education in the United States it has been considered the right and privilege, by the more informed and far-reaching population, of every child to be provided the opportunity for optimal development of his unique skills and abilities. In spite of such ideals, which one would expect in a democratic society, the pubilc school systems until very recently have little recognized that only a few children ever have the opportunity for optimal development.

The lag between what is an what should be is due to such complex variables as the social structure, lack of knowledge concerning individual differences and of learning theory, as well as a kind of reluctance on the part of educators at all levels and of the general public to recognize the problem and seek a solution. Paradoxically, the rapid increase in technology has brought the problem into focus and at the same time intensified the over-all situation.

Since the appearance of the Russian Sputnik in 1957' intellectual achievement, as measured by success in formal education, has become a subject for national attention. There has been an avalanche of books, newspaper and magazine articles, and research literature focused on the faults and failings of public schools to turn out "adequately prepared" students. The end result has been a push at local, state and national levels, to turn out more scientists, physicists, mathematicians, etc., with the inevitable result that more money and attention have been focused on the college-bound student.

In effect, since the late 1950's there has been an almost panic state in education to raise academic standards. This demand to raise the standards has been quite successful; but the end result has been, and, if not curbed, will continue to be that more and more children are being locked into the category that is now called the underachiever or slow learner. One of the primary reasons for more children being forced into these categories is that more and more is being demanded of students at an earlier and earlier age. There is nothing inherently wrong with making more demands at an earlier age; however, most of the demands being made are based entirely on the assumption that the ultimate in education is, beginning in kindergarten, to prepare for a "good" high school in order to go on to college. This is unrealistic in view of the fact that only 15 to 20 per cent of the students will attain the goal of college.

The end result of placing the children under pressure to achieve to an unattainable level at an early age is frustration, feeling of failure, lowered self concept, defiance of authority and, even worse, negative feelings toward any learning situation. _They drop out_, and with good reason. No reasonable person, adult or child, is going to stay in a situation in which he constantly fails, for whatever the reason.

Along with these pressures of educational acceleration have come a rash of statistics and other well meant propaganda indicating that the demand for unskilled labor is fast dwindling. This is true to some extent. However, the popular version of unskilled, as the word is being used and interpreted by the students in this area at least, is anyone who does not have college training, or at least training in one of the sophisticated or glamorous occupations such as computer technology. This has brought glamorous occupations such as computer technology. This has brought about more feelings of anxiety on the part of educators, general public, and the students, in that there is a general belief that one cannot make a "good living" unless one has finished in a "good academic high school" or is highly skilled in one of the more complex, sophisticated areas.

It is true that there has been a radical change in the occupational picture in the last 10 years. There is an increased demand for workers with highly specified training and skills. However, the route that is fostered in the traditional academic programs to become a skilled, productive, successful worker and citizen is highly questionable. The traditional approach is only one way,not the only way. The students are being told overtly and covertly by teachers and guidance counselors that the tradtional route to becoming a successful citizen is the best one and that all other routes are second class at best.

Part of the reason that the students, and the general public, are so directed is that a good education is thought of as a specific ritual one goes through: taking certain prescribed subjects in a prescribed fashion, over a prescribed period of time. This long standing definition of education and what a well-educated person should have as a background has led to a tendency to look down upon and thus lower the status of the skilled artisan, except for those in one of the white-collar occupations. It is interesting that, in spite of the fact that people react to status symbols more than any other single variable used as a reward in our culture, our educational systems have done little to change the image or status of the skilled and semiskilled occupations. On the contrary, education has either overtly or covertly fostered the traditional manner of thinking in regard to the various occupations and trades. This is not to imply that we do not have a good academic program at the secondary school level. Within the limits of its narrow confines, it is outstanding, excellent; but it is focused on only about 20 per cent of the students.

Of course all of the pressures being exerted on the student, accumulating and multiplying until he leaves school, do not come from the school system. Many of the potential drop outs come from homes in which academic achievement is held in low esteem. The children hear their parents express opinions through such questions as,"How will it help you make a living?" "What good it is?", and "Ain't you going to learn something that ain't no use?" The parents reflect to the children the idea that, if it is not practical and usable, it has little value. Much time and effort is spent trying to sell these parents the value of education for education's sake. It may be time that we in education listen to these people and stop trying to sell tradition.

If we wish to be realistic in our appraisal of the potential drop out, the primary factors are constant failure, lack of interest in school, and probably more important than anything else, no evident correlation between the work required in the traditional academic program and their life goals, as the students see them.

At present 30 to 40 per cent of the school population has what can best be described as a "Tobacco Road" syndrome. They are almost completely apathetic about school or education. These students have reached this point of apathy because they can see no way out. They have no interest in what is happening in school, yet they have to go or end up in court as a delinquent charged with truancy. It should be noted that a very high proportion of the potential drop outs are also the students classified as having "emotional problems", "behavior problems", "non-motivated", etc. It is true that considerable numbers of the children in this segment of the school population are the same ones who end up with juvenile or criminal records. However, little or nothing is published about the drop outs who "make good" against all odds.

In spite of the lip service paid to what is called individual differences, the primary emphasis in the schools has been on quantitative differences in students and the qualitative differences have been ignored or glossed over. The lack of emphasis on the qualitative differences in the "disadvantaged" has resulted in the same types of educational programs being devised for them as for the average and above. The assumption has been that they need the same type of education and learn in the same manner, except at a lower level. The end result is that relatively few programs of a realistic nature have been devised for the slow learner or disadvantaged.

Our society and school systems do not appreciate low academic achievement, for whatever the reason, in a child. If the rate of learning does not reach "normal level" the child is relegated to a second rate exposure to what is called education. The learning situation the school is supposed to provide is not geared to these children. Because the child will not or cannot fit into the prescribed norm or the ancillary programs modeled after the traditional program, the slow learner is a threat to the teachers, administrator, and the system. In turn the child develops a negative connotation concerning teachers, schools, all authority, and-even worse-toward any type of learning situation. This circular type of reaction creates a frustrating situation for the students and the school.

Most, if not all, children enter school at kindergarten or the first grade eager to learn. However, large numbers of them learn very quickly, usually by the third or fourth grade at the latest, that school is nothing but constant frustration for them and their teachers. The teachers are engrossed in teaching basic academic skills and socialization. This is as it should be. However, most often it is not recognized that the child's subculture is completely foreign to the teacher. The teacher neither understands nor appreciates that the child's culture, home life, is very often contradictory to her own. Therefore, the attempts to teach social skills as the teacher views them is frustrated. The child has little use for books, abstract reasoning, making long term plans, etc. These children are primarily interested in the concrete world of here and now. They have most often lived in an environment in which the basic necessities of life-paying the rent, eating, enough clothes, shoes, and other such things- are of primary importance. Theacher and the child are again frustrated.

Very often school offers little in the way of meaningful social relationships except with "bad company". The slow learner or disadvantaged are often rejected by their peers, who come from "average middle class groups." The"average child" often has behavior patterns, norms, mores, and customs which are foreign to the disadvantaged. The disadvantaged child is seen as anti-social whereas in reality he may be using the only behavior patter he knows to make social contacts.

True anti-social behavior should not be tolerated; however, the disadvantaged are expected to act in an antisocial manner and what would be tolerated as a "phase" childish prank among the average group is not tolerated among the disadvantaged.

The cost of school, in terms of money, is far beyond what many of the disadvantaged can pay. They cannot dress as well as the average children, sometimes not even adequately. They are often forced or left out of school functions, in kindness, because there is simply not enough money in the family to allow them to participate. Attempts to alleviate the financial stress often results in pointint out in a more determined fashion that the child is different because he comes from a poor family.

The estimated drop out rate in Florida's 10 panhandle counties is approximately 50 per cent. If something is to be done to reduce it, the total community as well as the school system will have to work together. This paper has focused primarily on schools and how they help to perpetuate the problems involved in educating and training the disadvantaged or slow learner. It must be emphasized, however, that the majority of the people charged with public education have utilized all their resources to obtain the greatest benefit for the greatest number, including the slow learner or disadvantaged. However, they have been hampered by lack of finances, insufficient aid from universities in teacher training and curriculum development, plus pressures from the taxpayer to cut costs.

Dropping out, it itself, probably is a symptom of a process that has its basis in the more fundamental social process of any community. If this hypothesis is accepted, it follows that for any school program to be successful it will require not only a concerted effort by educators, but also will require aid from other agencies in the community, church groups, business and industry, government agencies and their departments, as well as the general public.

The E. Dixie Beggs Educational Center, Escambia County, Pensacola, Florida involves the community and its resources. Every effort is made to have a curriculum and other activities which will hold the interest of the potential drop out. Ideally the goal would be to create college material out of each student. However, the goal in this program is much more limited: to keep the student in a learning situation long enough to give the student time to be effective in cultivating more acceptable social skills, greater self concept, work aspirations, and a salable skill. There are three potential goals for the students:

1. To become motivated to the extent they will return to a traditional program;
2. To go on to a local vocational school for more training at a higher level than can be offered in the center;
3. To be trained in the center to the extent that they can be placed on a job for further training.

The suggested method of operating such a program was drawn from available literature as well as visits to various schools and activities with programs which have goals similar to those of the program we proposed. Basic to the operation is the philosophy that one can teach very little, but a learning situation can be created in which a child can learn up to his optimal level of ability. The entire learning situation is concerned with the total ecology of the child and his adaptive behavior rather than education in the traditional sense.

Realizing that the student who attends this school has an aversion to traditional academic regimentation, there has been an attempt to outline broad areas of work-study to give the student as many experiences as possible.

The school day is roughly divided equally between a vocational area and related academic areas. All study activities student engages in are related and on a concrete level. The related academic work is focused on basic skills tied in with the vocational ones. The achievement goal is to make the student an efficient learner at his own level and attempt to use this as motivation to seek more training and/or education at a higher level.

There are realistic demands and expectations placed on the students, but these are individually determined to fit each individual.

Rules, as such, are at a minimum in the learning center. There are broad but definite limits on behavior in the center. Every opportunity is given for the students themselves to set realistics limits on behavior.

The evaluation procedure for the students is based on specific skills utilizing a scale rether than the traditional letter or numerical grade. This system has no pass or fail but gives to the student an appraisal of what is in his program at any given time. The program is non-graded in order to relieve some of the feelings of being way behind. It is also easier to adapt individualized instruction in the non-graded situation than in the graded.

As may be expected, intensive and continual in-service training is provided for all members of the staff. This is an absolute necessity since this type of program and child are new to the entire staff.

There are ample consultants to aid in all areas including the counseling department. The counselors in the learning center are responsible for the duties usually assigned to deans and disciplinarians. The general philosophy for this is that, if a child has a severe behavior problem, the people who are supposed to be experts in changing behavior should be involved-even to the extent of introducing punishment. This does not interfere with forming a strong positive therapeutic relationship with the student in spite of the myth to the contrary. Every effort is made to integrate the counseling department into the over-all activities of the school, instructional and otherwise, to aid the students in adopting a more constructive attitude toward school, learning, community, and life in general in order that they will become effective and productive citizens.

If you are going to work with the disadvantaged, you must look with sympathy and empathy upon them. You can never find a written program for the disadvantaged. (In our center the children themselves are writing the curriculum for the school.) It is the teacher and not the program that makes the difference. The most sophisticated program means nothing without the teacher.

Do not fool yourselves into thinking you have no prejudices. Some of them (students) are as mean as hell. You will have to do a complete switch. You aren't going to teach them anything. You are going to create an environment in which they can learn. We have not been honest with them and they will test every limit that you have imagined.

Promise only to give them an opportunity to learn.

They demand that you be fair with them. They let you know where you stand and where you don't stand. You're going to have to take things that you have never taken before. Take their hostility and turn it into something positive.

When students use "their" language, they are not swearing. This is their vocabulary. It must be translated into something that they can use in the everyday world.

Set limits. Make demands. Assume that all are top flight and then, if necessary, drop down to their levels. Give them a taste of everything.

Go out and find jobs for them. Do class work anywhere and keep the program flexible.

Never send a negative report home. Above all, create an environment in which the child feels that he is a person and he can identify with the environment.

Already we have no doubts as to the value of this type of educational program(Beggs Education Center)in working with the disadvantaged. As more data becomes available we have no doubt but that its value will be verified over and beyond what was hypothesized. Originally it was felt that we would be able to help 90 per cent plus of the children to some degree, but that there would be a significant improvement in only 50 to 60 per cent of the participants. Extrapolation of the early data indicates that we will be able retain at least 90 per cent of the students in school until they have acquired basic academic and salable vocational skills. A study of the population these children were drawn from indicates that at least 75 to 80 per cent of the present Beggs population would have dropped out by age 16 or shortly thereafter to become one of the growing number of unemployed youngsters.

Probably such a program could not function in a traditional school since there the primary purpose and goal would be traditional academics and special program would at best be only a satellite. These youngsters would probably reject this as being second class and would not identify with the school. At Beggs, the school belongs to the students, and the students will tell anyone, anytime, that it is their school and their program. They are proud to belong since they feel they are contributing.

The waiting list for Beggs Center now is over 1,000 and more are being added daily. There are, on the average, 25 calls from parents daily seeking information or wishing to put their children on the waiting list. Along with this there are from 10 to 15 students daily coming in to enroll. Most of the students "cut out" from their regular school to come in and make application.

The program will never become static, and it will take at least two or three years to reach any degree of stability. This should be kept in mind by anyone starting such a program. The criteria for anyone to start such a program in an area that is almost totally uncharted is to:

Disregard the literature as to the general characteristics of the disadvantaged, some do and some don't fit;

Be open minded about any and all suggestions in the planning, but before actual operation is started document in detail all aspects of the program including evaluation and data collection and stick to it;

Be willing to be laughed at, cursed, and idolized as a savior which you ain't;

Have plenty of money to adequately support the program;

Have a vast collection of prayers covering all possible areas;

Use the prayers often as they will not get you into trouble and are less expensive than a psychiatrist.

THE PROGRAM OF THE DISADVANTAGED IN NORTH CAROLINA

Marie C. Moffitt, Consultant
Special Needs Program
State Department of Public Instruction
Raleigh, N. C.

I am delighted to be with you this morning. Much of what I had planned on saying, I am sure some of it has already been mentioned...

Before one can determine where to begin and state his objectives and program or in any part of program planning, one should crystalize his own philosophy about the particular subject and its place in a school program.

In our program service area, we believe that basic to prospective program planning is that of understanding the learner.

Special programs for disadvantaged and handicapped persons have been in operation in our State for several years. We believe that much remains to be done in the area of education and evaluation of students for such programs as well as planned programs that are relevant to the learner, and you mentioned this point this morning.

One of our latest publications at the State Department is the Handbook Evaluating Disadvantaged and Handicapped Students for Planning Occupational Education Programs in North Carolina.

I would like you to know that comments and suggestions for the handbook were secured from a supervisor of Psychological Services, the State Director of Pupil Personnel Services, a consultant in Mental Retardation, a consultant in Vocational Rehabilitation, and a consultant in Introduction of Vocations.

It was my responsibility to coordinate the ideas of the five consultants I have just named. Of course you know that our chief consultant contributed to this manual also.

You have the manual in your book; and if you will just turn to it, the only thing I am going to do this morning is highlight certain areas. Let us turn to page 1, paragraph 1. Underline specially designed programs, related services, and a combination of such programs. Now we are not going into these types of programs now.

Now let's turn over to page 2: "The Economically Disadvantaged Student" (you can see what he lacks), "The Culturally Disadvantaged Student", "The Educationally Disadvantaged Student", "The Socially Maladjusted Student".

Then on page 10 are suggested procedures for evaluating disadvantaged and handicapped youth. This area is perhaps the most important since the communication of information about planning for students is basically started with and implemented with committee members.

Now who are some of the suggested members who you think should be on the evaluating committee? Suggested members to serve on this committee are:

- Principal
- Teachers
- Representatives of Pupil Personnel Services such as: Guidance Couselors, School Psychologist, School Social Workers, Attendance Couselors, School Health Personnel, and Pupil Appraisal Personnel.
- Representatives of Vocational Rehabilitation Services.
- Representatives from other commity organizations that have relevant information on the background or on planning for children e.g. Department of Welfare.
- Special Education Personnel
- Local Supervisors

There is an advantage in having the committee; and I am sure you recognize it, along with me, in that it takes the responsibility and blame off one person. I am sure there are other benefits to be derived but it's a good procedure to let the committee formulate the evaluation for the program.

Now what are some of the sources of information that this committee might use to identify and evaluate the student? Well, we think of the use of the school records and we have 10 items.

Uses of School Records:

a. Education history

b. Family and Social history background

c. Health records

d. Academic, achievement and psychological test records

e. Social and personal record

f. Attendance record

g. Activities--in and out of school

h. Vocational plans

i. Significant teacher notes

j. Talents, skills, and abilities

Student Information:

a. Interview with student

b. Autobiography

c. Observation

d. Social peer relationships

e. Other related student information

Home: Parents and/or Guardians

Community:

a. Neighbors and friends

b. Religious Organizations

c. Civic Organizations

d. Business and Industry

e. Other related community resources

Public and Social Agencies:

a. Welfare

b. Child Guidance Clinics

c. Children's Court

d. Public Health Department

e. Employment Security

f. Family Service Agency

The teacher and committee should see that all available and relevant data concerning a student is considered if valid conclusions are to be drawn to effectively develop programs to meet the occupational needs of the student.

Teachers and persons working with students are strongly encouraged to use a variety of diagnostic measures and not be limited to the use of a single diagnotic instrument. The evaluator should consider mechanical, verbal and written measures of abilities, and performance for the purpose of planning more effective educational programs.

Some instruments for evaluating the student are designed to be completed by the teacher (s) while others are to be completed by teacher and/or student and other school personnel.

Now we want to begin with our own North Carolina Cumulative Record (Grades 1-12). You know we criticize the cumulative record over and over, but there is some good information to be found in our present cumulative record and we thought that that should be listed first.

The next instrument that we have is listed on page 18--the Student Inventory. The suggested Student Inventory is provided to be used as a means of securing personal, social, and family background information. This type of information is needed in making an evaluation of the student. The instrument may be completed by the student or serve as an interview guide for the teacher. The reading level of the student might determine how the instrument is used.

If you would not like to ask the student to fill out this form or if the student does not write well enough to fill it out, then this instrument may be used by the teacher as an interview form and the teacher can write in the information.

On page 21 is another instrument--Personality Tests. These instruments **can** be used in helping to identify and evaluate some personality characteristics of children who are disadvantaged culturally, the socially maladjusted and possibly point to children with emotional problems. In my manual I have underlined this sentence: Administration and interpretation of Personality Tests should be performed by persons whose training have equipped them to analyze such results. And I have been told that only a person who is qualified to interpret personality tests should do so, and teachers and most guidance-counselors are not qualified to interpret personality tests. I would suggest that you consider underlining this sentence. Psychologists have suggested that we include Personality Tests, so that is why we have listed Personality Tests on 21.

On page 22, we have the Autobiography. The Autobiography may be structured or unstructured. When it is unstructured, all we have to do is give the learner a sheet of paper and tell him to write about his life. That is an illustration of an unstructured autobiography.

We attempted to structure the Autobiography in this hand-book because we felt that, with instruments we have mentioned this morning, if we take that information, there might be a little additional information the student might like to tell us; and what we were trying to do (and we'll find out thid year if it will work) was to give the student the opportunity to tell us anything else about himself that he would like us to know.

The instrument on page 24 deals with the Classroom Teacher's Evaluation Report. It has been said that this report should be completed by each subject-matter teacher. And then or page 26 we have the Counselor's Report. This form can be expanded to cover more than four years.

Now to help the student plan a schedule, we have a form on page 27. Included at the top of page is the statement that "a student may have only one class per day in a special area for special attention, while another may have classes scheduled for the entire day." Our chief consultant suggested that we include that statement if you have any questions about its inclusion.

On page 28 is a Summary Sheet to evaluate the student. It is a summary of everything that has gone on.

Then we have an Appraisal Sheet, and there are two questions at the bottom of page 32 that, I think if we are going to teach these students, we ought to have the answers to. They are the following: Has student been identified by Special Education? Has student been identified by Vocational Rehabilitation?

On page 32, one Standardized Test was given because the people in Personnel Services said that, if you not have money to administer only one test, that the Differential Aptitude Test is the one; therefore, we recommended that, but there are others that are good.

Psychologists suggested that we include the following:

Relatively Strong Ability Areas	Weak Ability Areas
Relatively Strong Aptitude Areas	Weak Aptitude Areas
Relatively Strong Interest Areas	Weak Interest Areas
Relatively Strong Subject Areas	Weak Subject Areas

Possible subject areas to stress or pursue in program planning:

ATTENDANCE RECORD

Indicate number of days absent ________

Indicate number of days present _______

Indicate number of shcool days ________

EMPLOYMENT RECORD

Full or Part-time _______

Type of work ____________

Coments _________________

You mentioned referrals in your group reports this morning; and we have a Referral Form that may prove helpful.

REFERRALS

The referral form indicates referral agencies and other needed information to more completely analyze the student.

REFERRALS SUGGESTED FOR MORE COMPLETELY ANALYZING THE STUDENT

1. Medical
    a. Name of agency and address -
    b. Person in charge -
    c. Telephone number -
    d. Referral steps

    ____

    ____

2. Testing - psychological, etc.
    a. Name of agency -
    b. Person in charge -
    c. Telephone number -
    d. Referral steps

    ____

    ____

4. Other

    a.

    b.

    c.

    d.

Finally, is included "The Understanding Teacher."

THE UNDERSTANDING TEACHER
Anonymous

Though I teach with skill
Of the finest teachers
And have not understanding
I am become only a clever speaker and charming entertainer.
And though I understand all techniques and all methods
And though I have much training,
So that I feel competent,
But have no understanding of the way my pupils think,
It is not enough.

And if I spend many hours in lesson preparation
And become tense and nervous with the strain,
But have no understanding
Of the personal problems of my pupils,
It still is not enough.

The understanding teacher is very patient, very kind;
Is not shocked when young people
Bring him their confidences;
Does not gossip; is not easily discouraged;
Does not behave in ways that are unworthy,
But is at all times a living example to his students
Of the good way of life of which he speaks.

Understanding never fails
But whether there be materials, they shall become obsolete;
Whether there be methods, they shall become outmoded;
Whether there be techniques, they shall be abondoned;
For we know only a little,
And can pass on to our children only a little;
But when we have understanding
Then all our efforts will become creative,
And our influence will live forever
In the lives of our pupils.

When I was a child, I spoke with immaturity
My emotions were uncontrolled,
And I behaved childishly;
But now that I am an adult,
I must face life as it is
With courage and understanding,

And now abideth skill, devotion, understanding,
These three,
And the greatest of these is understanding.

THE PROGRAM FOR THE DISADVANTAGED IN NORTH CAROLINA

Nurham Warwick, Consultant
Special Needs Program
State Department of Public Instruction
Raleigh, N. C.

The topic on the program is to talk about our efforts in the State of North Carolina in the area of providing better occupational programs; however, I would much prefer that we talk about where we ought to go in the future and what programs ought to look like next school year and the next 10 years perhaps rather than spend the morning talking about what we have done and what we have attempted to do and didn't do in the State.

Perhaps it would be best to talk about some of the problems that you may have and some of the questions your superintendents back home have been asking and perhaps give Mrs. Moffitt and me a chance to ask you a few questions because only from people like you can we at the State office determine program directions that should be developed...

Throughout the remainder of the morning, I would ask you to keep this question in mind: What really is the role of the public schools in this State? What is the role of our schools kindergarten through the twelfth grade? What is the role of community colleges? We might also ask ourselves what is the role of colleges and universities?

People are asking these questions all over; and, at the present time, no one seems to have come up with the exact right answer.

I think that it is rather startling to realize that one out of every four people in our State is classified as economically deprived. It is also interesting to note that North Carolina ranges somewhere in the forties in the median years of school completed; and in some of our administrative units 50% of the students never graduate from high school that enroll in the first grade. It is also interesting to note that in some particular schools in the State, not units, this percentage runs beyond 60 some percent. Also, at the same time, it is interesting to note that 70% of all the crime committed in North Carolina in 1968 was committed by youths 18 years of age or younger. Now, I wonder if there is a relationship here.

Sixty percent of the selective service registrants in 1968 that were called for testing and for physicals were rejected. Six out of 10, this is almost unbelievable. Forty-two percent of those were rejected for illiteracy. At the same time, last year out of the 1.3 million pupils that we had enrolled in our schools, we had over 100,000 pupils absent from school each day.

Now this to me says that about one out of 10 is absent from our public schools every single day. When you put all of these people together, there is a lot of hookey-playing going on or a lot of disinterested students or a lot of poor teaching or a lot of irrelevance for our students. I don't know which.

If we look at the economic situation in the State and we reflect back for a moment at the disadvantaged situation, we find that, only two years ago, we had a tremendous gap from one county to another. We could look at the very poorest situation in the State, and it is easily enough to say that was Robeson County which seems to be the poverty pocket of the world these days; but any way the data two years ago showed that in one of the single school systems of this particular county, 87% of the entire student population was economically deprived. That's 8.7 out of 10.

A contrast to that is the Newton school system that same year which had only 4.7 economically deprived in its student body.

Looking at some of the 1969 school year data, we find that 70,000 pupils in our State failed to be promoted to the next highest grade. This is a tremendous expense to our State. You can imagine how expensive it is to re-educate this number of people through repeat grades.

At the same time, we have more than 50,000 teachers employed in the State and hundreds of social workers, counselors and so on down the line--several thousands of these people--as a matter of fact. Sometimes I really stop and wonder just what was the situation about 18 or 20 years ago--prior to the time that we had an Elementary and Secondary Education Act that costs 55 billion dollars to the State each year, prior to the time that we had Occupational Legislation for the Disadvantaged and Handicapped that costs several millions of dollars to the State each year; and we could go on down the line for a dozen other programs; and really when you compare what we have educationwise and dollorwise today with the educational system we had 20 years ago, we wonder how the heck the thing got off the ground in September, what kind of programs we could afford, and what we could offer.

We could go on and on with this same type of data. Briefly, I might mention the handicapped, but we are going to talk mainly about the disadvantaged today. About three percent of the total population in our State is mentally retarded--3% of our adult population as well as our student population. So-called experts tell me that once a person is really organically mentally retarded he never changes. Now a few may improve to some extent, they still remain retarded. About ½ of 1% of the student population is trainable mentally retarded; the other 3% is educable mentally retarded. Now of course this means that these pupils cannot do a great deal of academic work. They can be merely trained most of the time to look out for themselves in sheltered or semi-sheltered situations. Furthermore, if we put all of the handicapping conditions together--the physical handicapped conditions--we would come out with something close to 10% of our student population's being handicapped physically, if we included hearing, sight, speaking handicaps all down the line of course this changes tremendously as we leave elementary school and go into high school because of the speech problems that we have.

Let us look for just a moment at some national data and remember some of the things that we said about North Carolina. It was said that due to a lack of training only a year ago, four million unemployed persons in our nation could not get jobs; but, at the same time, there were more than five million jobs available for which there were no workers. This says something to me, and it should say something to us in education and especially in occupational education.

Say 35 billion people are classified as economically poor people in the United States and this costs the American tax payers literally billions of dollars each month.

Ten million American adults over the age of 25 can neither read nor write, and of course you know the educational level of education is approximately at the ninth grade level in the United States.

Of the skilled job, the kind of job that doesn't require any particular training, has been disappearing at the rate of one every 24 summers. At the same time, big industry and big business, the factories and firms continue to say that they need more technically trained people. Now somewhere in between the two, multiply the people that we have been talking about here today--the disadvantaged; and certainly, during the next few weeks, I want you to be very careful not to say that all the disadvantaged people we have been talking about should be trained in this category, whether at this point of the scale or that point of the scale because we find that the disadvantaged, many of them, have the potential to do a great deal more than we often give them the credit for. It is true that their environments do depress or hinder their ability to make progress in their programs in schools. But any way you look at it let us take just a little extra time, the extra year or the extra six months or let's double the size of the program in terms of supplies, material, and equipment. I'll talk for just a moment on this.

Quite often, depending on the area of the State that you are in, you are faced with this problem or at least I am, to say whether all of the program or anti-poverty program is set up for black people or some people other than the white race. I want you to listen to this. There are more poor people in rural areas than elsewhere in the United States. There are four times as many poor whites as poor non-whites in the rural areas of the United States. There are more poor whites than poor non-whites in the United States as a whole.

I found this statement about medical care in the New Careers Magazine. Approximately two million people currently receive no medical care whatsoever. Approximately 20 million people currently receive less than average medical care. It might range from situations in Robeson County to other counties in the State--Mecklenburg, Guilford and others--if we went to a small geographical area in the State.

Let us talk for just a moment about the inner cities. Now we would find as high a drop out rate, as high an unemployment rate, as high a poverty rate in some of our inner cities or ghetto or semi-ghetto areas as we can find in the rural areas in the State.

We can look at the model city areas in our State--Charlotte, High Point. These cities have been designated as recipients of millions of special dollars to help support new programs in education as well as in housing.

The national unemployment rate is three to four percent; however, the rural rate of unemployment is 18%. From 14 to 15 million persons in our country are calssified as rural poor; 78% of these are white. In metropolitan areas one person in eight is poor; in rural areas one person in four is poor. Every thirteenth house in rural America is classified as unfit for living. Of the bad housing in the United States, 44% is located in rural areas.

The information that I have just given you came from the Task Force Report on Rural Poverty.

What can we do, as 3,200 occupational teachers, to help solve some of the problems in our State? I think the **first** thing we would have to admit is that we cannot be every thing to all people as we can not provide all good, educationally-sound programs to all students. So somewhere along the line, we must be able to make the decision ourselves, as teachers in the classroom that this is a student that needs additional help.

This little target perhaps illustrates to me how we should attempt to zero in on the problems in our particular schools. Now the question was asked some time back whether all students in a particular school or 95% of the students in a particular school can qualify for services offered under this piece of occupational legislation and my answer to the question was no. That is spelled out very carefully in our guidelines.

If we ask ourselves which of the students in our schools deserve our help most, we are talking about probably the bottom 10% in the school. It would be my recommendation and my suggestion to concentrate on the bottom 10 to 20%.

In an economic survey, we find that, in some areas, 90% of the students come from economically deprived families. Certainly some of those pupils can succeed in a regular vocational education program. The fact that you don't always have money in your pocket doesn't always mean that you are not intelligent because certainly you are. Environmental conditions do have a great deal to say. This will give us a pretty good rule of thumb to follow when we are talking about which students or just who is in my class or in my school or in my county that needs this additional help that we are talking about.

One year ago we had this situation in the State part of the time or at least 18 months ago now prior to the time that Federal legislation imposed on the State that we spend 10% of our money for handicapped students and 15% for the disadvantaged.

Thirty-one counties were identified as the economically depressed counties in the State. (Transparencies showed locations of special vocational and agricultural education programs as well as the number of teachers involved in such programs throughout the State. Included also were explanations of present arrangements of such programs.)

The question is whether or not we have been guilty in the past of offering programs in some areas simply because we have always been in those areas. We 3,000 occupational teachers in the State have the responsibility of sitting down and taking a total look at the programs that we offer in our school system and then saying whether we should have more of this kind of program or less of this kind of program, that these programs are meeting the needs of the boys and girls and adults that we are serving or these programs are not meeting the needs.

Then, when we make these decisions, we can say where we can go to get some help so that we can reach them or we ourselves can get prepared for the job if we need to make some changes.

As we look at our total effort (combination of services) at this time, we have attempted to develop the type of program that would place all of our services in the one school setting for these students.

As far as the future is concerned, I think we are going to see an expansion of services of guidance lower down in the grades, a concentration in occupational education lower down in the grades; and we are certainly going to see a more comprehensive program of special education at high schools in the State. Of course vocational rehabilitation is restricted by Federal legislation to 16 year olds or older, and most of their work is with industry.

If we are really going to design the type of educational programs that individuals need, we must look at a type of student-centered program. We must call on all to help us do the total education job. There must be some inner relationship here, and the students must be able to see this.

A program that is designed for thid year's students may need to look entirely different for next year's students. Rather than teach special programs for labor, we are people--oriented and we must teach what they need and not what labor needs. We are talking about people now.

Finally, we have attempted to do quite a bit of curriculum work--a flexible instructional program--that breaks down into three basic things as follows:

I. Commonalities

II. Modules of learning

III. Experience in the world of work

A. Degree of readiness

B. Availability of time during the day

C. Teacher's capability of getting student placed

The total educational program requires team effort. You have the freedom to break away from the traditional program and formulate a new. Our common goal is a total education for each pupil.

ATTITUDES AND BEHAVIOR OF DISADVANTAGED PEOPLE

The purpose of this section is to convey to the group some understanding of the results of background environment on the people who experience it. A child growing up in a disadvantaged environment has very poor odds of developing into the kind of adult of which our society approves. We will now look at some of the typical effects of this background on his personality development, attitudes, characteristics, and behavior patterns.

PERSONALITY DEVELOPMENT

For 350 years, American Negroes have found themselves in a predominantly white culture; seldom free to separate themselves from conflicts and pressures of inferior status and a caste system. Every Negro faces discrimination at some level, but especially at the bottom of the ladder- the disadvantaged group.

Identity Confusion

Identity: A cluster of attitudes and feelings about self and as related to the outside world which provides a consistent sense of the self. The sense of autonomy which allows an individual to function flexibly with an inner sense of continuity, consistency, and clarity or coherence.

This material served as background information for group discussions, conducted by Jim Godwin and others from the Manpower Development Corporation, July 22, 1970, at the Institute for Teachers of Students with Special Needs, held at North Carolina Agricultural and Technical State University. Mr. Godwin is director of Program Administration, Manpower Development Corporation.

Achievement of identity is generally considered to be one of the central struggles of adolescence. Many disadvantaged persons don't ever resolve the identity struggle in a satisfactory way, and have a very shaky self-concept which is very easily threatened. Men may lack an adequate sense of masculinity (in terms of "masculine" behavior, not sexually), also a distorted concept of an adequate man. For example, they may consider flight from stress as manly ("no man would stand there and take that") rather than realizing that a mature man could stay and handle it.

Some Possible Causes

Absence of a male role model in the home (father or other adult male) or, if present, an inappropriate model such as a father who was weak and ineffective, domineering and punitive, or perhaps alternating between these two roles. No healthy father-son relationship; no pattern demonstrated of regular employment and income, stable family relationship. In short, no adequate model of male behavior.

Often overprotected and over-mothered, combined with depreciation of his ability and strength; encouraging passivity in a destructive and crippling way - emasculation. Probably originally a realistic way of teaching boys to avoid aggression, thereby equipping them to avoid punishment or death as adults; a carry over from slave days. Note that the mothers' intentions are of the best, with a high level of conscious devotion and care; her treatment is the result of ignorance plus serving as an outlet for her resentment of an unreliable, irresponsible male causing her to reject maleness in her sons- a vicious circle.

The shaky self-concept make the "front;" the controls against inner anger and fear highly vulnerable and overly sensitive to stress of any kind; fears of loss of control are easily mobilized in the presence of low self-esteem and self-confidence.

Result

A definable " disadvantaged Negro personality"-- adaptive behavior arising from low self-esteem (because he is constantly receiving an unpleasant image of himself from the behavior of others toward him). As a defense and for some sense of integrity, restitutive or compensating behavior often intensifies the problem and brings a self-fulfilling prophecy; the behavior encourages responses of the kind that creates the problem in the first place--agression withdrawal, apathy, and other behavior supporting the traditional stereotypes. Much of this is based on reality in past experience but is combined with an inability to learn easily who can be trusted and who can't.

Low self-esteem plus feelings of deprivation, rejection by controlling institutions, lack of optimism, and economic insecurity contributed to high anger content, including self-hatred. External controls originally discouraged direct expression onto whites and was handled by jokes, insults, etc., among peers and/or by passive aggressive behavior toward whites. With external controls reduced, protest becomes more overt; this can result in displacement of self-hatred onto others and cause overaction to current sources of irritation. It can also result in punitive behavior by a Negro supervisor to subordinates, especially if they are Negro also.

Note that above comments also apply in many ways to disadvantaged whites at the bottom of the ladder.

Ignoring personality and behavioral problems and treating this group "just like everyone else" is not helpful; it will result in increased stress and anxiety for the employee, whose inadaptive behavior will simply be intensified. "Prejudice against prejudice" in this sense does not help. They are different, as a group, and different methods of orientation and training are required.

ATTITUDES

Some typical attitudes arising out of the background we have been discussing would be the following:

Frustration: Having been left out of the mainstream of American life for 300 years one is likely to have a high level of frustration, arising from the inability to achieve any recognition of goals or satisfaction of desires in terms of human worth or recognition. Not always expressed , it may appear in the form of other more evident attitudes.

Negative Self-Image: We acquire our opinions of ourselves quite early in life, generally from the behavior of those around us. Having received messages all his life from the environment that tells him he is inferior, our disadvantaged person grows up believing it; if not consciously, then in the unconscious part of his mind. He is apt to believe that he is a second-class citizen; having been denied the rights of many of us, he may often believe deeply that he is an inferior person, in a human sense. This self-hatred may be turned inward, resulting in self-destructive behavior, or outward with the same ultimate result in the form of various kinds of socially unacceptable behavior.

Distrust -- of the"system " --of middle-class values, especially the white middle-class. He has learned not to trust, not to believe promises made, or offers to help. He expects trickery and gimmicks, manipulation. His convictions on the subject of trusting "whitey" are so deeply ingrained that he has great difficulty recognizing sincerity in a positive sense when he encounters it. As is true for many of us, his strong expectations coming from past experience tend to blind him to evidence to the contrary.

Fears of Rejection: Past experience with the middle-class world has taught him to expect rejection both as a person and in terms of his rights. This has also been the case in his early family life in most cases. Combined with his poor self-image, the result is that he becomes hypersentive.

Hypersensitivity --He is "oversensitive" and "over reacts" to anything negative directed toward him. He has a finely- tuned radar which quickly picks up anything negative and sometimes includes unintended or imaginary slights.

Fears of Failure: As the result of his negative self-image, borne out by his unsuccessful history, he does not expect to be successful in any new way of life; he expects to fail because he always has. Nevertheless, the prospect of yet another failure with its attendant bruises to an ego already damaged is a frightening one which can lead to paralyzing anxiety.

CHARACTERISTICS

Lack of Motivational and Vocational Commitment: He has no desire to learn.

1. Not work-oriented; ambivalent about entering training program--maybe just because it was something to do at the time or because of an immediate need for money.

2. Dim perception of reality--hard for him to look ahead and see need for persistence in program to gain long-term stability. Even in the face of years of past unemployment, he will believe he can find a job if he drops out.

Lack of Socio-Occupational Skills--

1. Casual attitudes toward tardiness, absenteeism
2. Carelessness about clothing and behavior
3. Different concept of time from middle-class.

Lack of Learning and Test-Passing Skills--

1. Major area in which background penalizes disadvantaged-little premium on study or classroom learning; education regarded as part of the culture's hypocrisy

2. Few with comfortable or quiet places to study

3. Often discouraged by associates or family members intentionally or otherwise.

4. Classroom environment anxiety-producing because of similarity of past painful environment.

5. High fear of taking tests; no self-confidence in this setting; even on oral tests they are frozen by fear of authority figures. Tests are preceived as the enemy instrument of discrimination.

6. Low test scores resulting from low confidence and passivity, or, where ambition is present, a result of personal tension and insecurity which freeze him, or in other cases a defense against the risks of a high score (Traditionally, the Negro is not expected to be bright and risks punishment if he behaves that way.)

Proneness to Defeat - Apt to drop out as a method of flight; allows protection of self-esteem by rationalizing. "I could have made it if I had tried."

"Living Scared" - Distrustful and Suspicious--

1. "Why do they care now when they never have cared before?"
2. "What's in it for them?"
3. "How is it going to be used against me?"
4. Learned in childhood from the fear experienced at finding himself in places where Negroes are barred or suspect; he may not know until it is too late that he is in the wrong place or has done the wrong thing--don't congregate on the corner,etc.

Acute Awareness of Possible Threat or Danger: Built in Radar

1. Combined with distrust, this makes an open relationship difficult to establish.

2. Highly susceptible to rumors which are negative in nature from his point of view; these tend to confirm his feelings of mistrust and fear.

Lack of Gratitude

1. "Who needs you, man?"
2. Low self-esteem projected onto others.

Low Capacity for Deferred Gratification

His life has taught him to enjoy what he can when he can; the future has never held any promise or meaning for him, so he has not learned to give up immediate satisfactions for future rewards.

BEHAVIOR

Out of the background and resulting underlying attitudes, various maladaptive forms of behavior emerge. These are learned responses; they were learned in the formative years of the person's life as a means of adapting to the environment in which he grew up. As such, they can be unlearned, with time and under encouraging circumstances. However, since they were learned at the gut level, they can be unlearned only by new experiences, not simply by words; they are response patterns which are not easily cast aside.

It is not that a disadvantaged employee doesn't want to have a steady job, make more money, etc.; he does. The difficulty is that most of his past life has left him ill-equipped to achieve these goals, both educationally and emotionally. He is doubtful that he can attain them, and many of his behavior patterns and responses are ineffective as ways of achievement.

Some of the behavior you will be confronted with may include the following:

Passive Aggressive Behavior

"Playing Negro" - handling anger by "aggressive meekness"--self-effacing humility, one of the few modes of hostility traditionally available to Negroes in this culture. Controls hatred and allays guilt feelings arising from the hatred. Sometimes consciously practiced to arouse frustration and anger in others; sometimes unconsciously motivated; can be a learned response providing a safe facade to hide real feelings. Yawning, going to sleep in class would be examples, or an uncaring attitude in response to criticism of performance. The anger is often accompanied by fear, leading to passive ways of expressing it.

Subtle resistance is another way; deliberately poor performance, slow progress, etc.--followed by "wooden leg" if confronted.

Sincerity Testing

A deliberate, conscious attempt to determine whether you really mean what you say, make take two forms:

1. As requests for various kinds of help in dealing with problems to see how far you'll really go.
2. As negative behavior of an exploitive type to see what the limits are--work rule infractions, hostile responses to discipline or instructions to try your patience and temper, or failure to follow instructions.

Apathy

A withdrawn or uncaring behavior which looks as though it might be passive--aggressive behavior but is motivated by fears of failure or rejection and the need to deny them to himself. The denial of these fears takes the form of "it doesn't really matter"; the mechanism is that "If I don't try; I can't fail." Shows up as a lack of interest, not asking for instructions or clarification, and generally uninvolved attitude.

Flight

Running away from stress situations. Stress has typically been associated with situations degrading to a weak sense of identity, and flight has often been seen as a more manly response than staying around to be humiliated or defeated. Flight has been a means of adapting to an overwhelming environment beyond his capacity to change or control -- the school, the landlord, the bill collector, the police, and the generally unpleasant treatment he has received at the hands of his so-called betters.

SUMMARY

The attitudes and behavior patterns mentioned are all activated by tension and anxiety--that is, by apprehensiveness, strain, uneasiness. This does not mean that every disadvantaged person has all the attitudes, and characteristics mentioned, or engages in all the kinds of behavior mentioned. Individuals from disadvantaged groups _are_ individuals, and as such they vary in their responses just as other people do. Nevertheless, as a group, there is a much greater probability that they will fit into, varying degrees, the patterns we have been describing. This probability is greatly increased when tension is introduced into the situation.

The pessimistic picture just painted might lead us to believe the situation is hopeless. Fortunately, as a growing number of companies have demonstrated, it is not. If the right kind of work environment is created, other behavior emerges and gradually replaces the non-productive, ineffective kinds we have been describing. For this to happen, a supportive environment is needed which minimizes anxiety-producing situations.

STRATEGIES FOR WORKING WITH THE DISADVANTAGED

William C. Boykin, Sr.

The Problem in Historical Perspective

The history of the development of education in the United States reflects a growing concern for a commitment to universal education. Educational pioneers in this country were not long in discovering that mass education works best in a homogeneous society--a society in which students are of the same social class, from the same ethnic group, from the same side of the railroad tracks, a society of students whose abilities are similar and whose appetites and motivations for learning are derived from a common base. In this kind of Utopian atmosphere, a single program of studies could be prescribed for all students; the same level of academic achievement could be expected; methods of teaching would work equally well for all, and; since all students would be college-bound, counseling would not really be a necessity. In such blissful milieu, nobody would picket for "relevancy" in education. Everybody would be satisfied, or complacent, that the fathers of education know what is best. There would be no black to "rub off" on white and not whites to be taunted with "black is beautiful."

This presentation was given by Dr. William C. Boykin on July 23, 1970 at an Institute for Teacher of Students with Special Needs, held at North Carolina Agricultural and Technical State University, July 20-31, 1970. Dr. Boykin is the former head teacher educator in agriculture at Alcorn A&M College, Lorman, Mississippi. He is presently on leave from this position to direct the Institutional Research: Self Study program at Alcorn A & M.

Only the naive will believe that these conditions have ever existed in this melting pot which we call America. Yet, educators proceeded for over two centuries in this country as if they believed, or wished, that conditions were thus. We, as astute educational practitioners, know full well that these are not the conditions under which we must design and implement educational programs. We know that we do, in fact, have students of varying ethnic orgins; students who differ in their abilities and capabilities; students who differ in their orientations toward life; students who differ in their appetites and motivations for learning, and; students who differ in a myriad of other human variables. Because of this heterogeneity, our commitment to universality has impelled us inexorably toward comprehensiveness in education--education tailor made to the needs and aspirations of all in our society. Today we know that universality is impossible without comprehensiveness. We know that our educational programs for the plumber must be, comparatively, just as excellent as that for the philosopher, else neither our plumbing nor our philosophy will hold water.

It is axiomatic that, under a system of mass education, a greater level of heterogeneity among students will occur. Logically, then, we expect an increasingly larger number of our students to be disadvantaged. Since this institute is conducted to foster better understanding of the disadvantaged, it is important that we define the persons of whom we talk so glibly.

> "The terms 'high-risk, ' 'marginal,' 'educationally disadvantaged,' 'academically unsuccessful,' and the like are used interchangeably to specify students whose erratic high school records, economic plight, unimpressive standardized test scores, and race/cultural/class distinctions succeed in placing them at a disadvantage in contention with the vast majority of students applying for entry into college. The students appear to have little prognosis for success. Yet, many of them possess those intangible qualities of creativity, personality, and tenacity which counteract the customary indicators of academic prowess."[1]

Though Moore is referring in this context to Junior College admission policies, his definition holds considerable validity for the students about whom we are concerned in this institute.

The United States Congress further defined the disadvantaged in 1963.

> "Vocational education for persons who have academic, socio-economic, or other handicapps that prevent them from succeeding in the regular vocational education program. (the culturally and environmentally handicapped)
>
> "Vocational education for handicapped persons who because of their handicapping conditions cannot succeed in the regular vocational educational program without special instructional assistance or who require a modified vocational program." (mentally retarded, physically handicapped)[2]

These students have come to be described, in common parlance, as the "hard to teach and the hard to reach." They are of many kinds, namely: The mentally incompetent from birth; the academically retarded, but not necessarily mentally inept. There are those who lack a sufficient appetite for learning; there are the cripped, the lame and the maimed; and let's not forget--regretfully, there are those who are like the farmer's proverbial "old gray mule"! ! ! All of these students are at a disadvantage. They tend to be shunted aside by society. The schools, as a society, are hardly an exception. The problem is not finding ways to sift out the so-called uneducables but rather to find ways to include them in the educational orbit.

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[1] William Moore, Jr., Against the Odds, Jossey-Bass, Inc., pp. 5-6.

[2] U. S. Congress, The 1963 Vocational Education Act, P. L. 88-210, part 4, Sections A & B.

A Point of Reference

These handicaps refuse to respect artificial boundaries of race or man made-geographical lines. Therefore, no section of this country is immune to nor has a monopoly on the disadvantaged. They will be found in pockets but they refuse to remain there. Some pockets of poverty are large, others small. They are the Ozarks, Appalachia, the Mississippi, Louisiana, -Arkansas, Missouri Deltas; they are Indian Reservations, and; they are the city ghettos. The pockets of poverty tend to be most severe where there are considerable minority ethnic groups concentrations.

The fact of poverty in an age and in a country of considerable affluence has been documented time and time again.[3] As educators, we are not as much concerned with the fact of poverty as we are with its ultimate consequences. If poverty were a simple index to the amount of material goods possessed, probably educators would have need for less concern. To the contrary, we know that abject poverty limits one's cultural contacts and personal fulfillment. It conditions the meaning of an educational experience; it affects one's aspirations and expectations in various and sundry devastating manners; it daunts the courage and dims the vision of many; and it stimulates few to great achievements. For far too many, it fosters unrealistically high aspirations and expectations. What America needs most is a rededication and a genuine uncompromising commitment to the eradication of poverty as the root cause of many of the ills afflicting coming generations.

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[3] Breathitt, Ed, The People Left Behind, Report of the President's National Advisory Committees on Rural Poverty.

We as professional educators believe that good education is one of the curative agents of poverty. But, we also know that the role of education must be supplemented by other resources available in the public and private sectors, if the job is to be accomplished with dispatch. As we play our role, let us ask ourselves do we have the dedication, the understanding, the empathy and the expertise to design and administer in a meaningful way, to the educational needs of the disadvantaged. If not, let us begin with hope and faith in developing this know-how that coming generations will not suffer a similiar fate.

Aspirations and Expectations

Aspiration is an expression of the level to which one would like to attain in education, occupations or other facet of life. Expectations deal with not necessarily a desired or desirable level of attainment, but rather to the level one expects to find himself.

It should be said in the outset that studies suggest only little relationships between aspiration and aptitude. It must likewise be said that disadvantaged youth, especially black youth, harbor extremely and probably, unrealistically high hopes for educational and occupational attainment for themselves. Their aspirations are high both on an absolute basis, as compared with those of other youth in society and in comparison with the opportunities existing in the social and economic systems. But let's not go to far afield in speaking of aspirations for fear that this which we call personal aspirations might, indeed, be parental aspiration. The mother, for example, is the most potent force in the home for lofty aspirations of black youth.[4] Therefore, expressions of aspirations of youth must be handled rather gingerly. There is nothing wrong with lofty ambitions if they are matched with correspondingly high ability, tenacity and opportunity. In no other facet of human characteristics is expert counseling in greater need. Black youth are developing a growing disenchantment with the "system," due partly to day-by-day experiences of negative deflection of expectations. You must be better to be equal! ! !

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[4] William C. Boykin, Sr., Educational and Occupational Orientations of Negro Male Youth in the Mississippi Delta, A Research Project, 1969.

Focus on the Disadvantaged

Many social, economic, and cultural factors conspire to shape the orientation of youth toward the world of education and the world of work. Therefore, the aspirations, expectations and even abilities of youth must, as a necessity, be viewed in light of current and emerging social and economic conditions.

To make generalizations about disadvantaged youth is a dangerous venture indeed. There are probably more differences than there are similarities among them. But should we dare to face this danger and hazard generalizations, we find a certain orientation common among them-especially ethnic minorities. They are more vulnerable to fluctuations in social and economic conditions than are youth who are more favorably situated. The buffer zone between them and economic deprivation and social rejection is thinner. They, like their parents, are the first to feel the effect of economic squeezes. Like their parents, they are the last to which affluence flows.

The disadvantaged have been taught by experience from the past to be skeptical of what the future holds for them. Yet, by pure dint of hope, they tend to be idealistic in their orientation toward the future. Quite often this hope is not borne out by faith. Yet, hope without faith is better than nothing at all. By this kind of idealization, they somehow have faith in the American Success Theory--"from rags to riches." They are highly perceptive of rays of hope for the improvement of their lot. They believe, with a vast amount of justification, that the educational ladder is their most positive route to occupational upward mobility. The that this ladder is the only, the longest, and most demanding route is a source of constant frustation to them. Because they are who they are in America: be they ethnic minority, white from across the tracks, or any of the other socio-economic and cultural minorities, they need special help if they are to get into the mainstream of modern America.

The Role of Aptitudes, Interest and Aspirations

Aptitude has reference to what one could learn or could do if he so chose to try. It is an expression of potential rather than achievement. Interests have to do with that to which one is attracted.

Serious attempts to deal meaningfully with disadvantaged youth must constantly involve the multidimensional nature of many human attributes. Interests, aptitudes and aspirations are socially based, innately induced and environmentally determined. It is wise to observe an optimum amount of caution in the interpretation of expressions of aspirations, interests and aptitudes of youth, whether by verbalization or "scientific" measurement. Youth tend to express the interests and aspirations which are expected of them by society. There is some evidence to suggest that instruments which measure aptitude are culturally biased and thus do not possess the level of validity for these youth which they purport to have.

Aptitudes

School people have for too long been too enamored with the IQ, or general scholastic aptitude. We have failed to recognize and to take into account that people possess at least nine other kinds of potentials which are necessary to constitute a workable society. We shall name only musical, mechanical, mathematical, manual and finger dexterity as examples. So our assessment of these youth should be concerned not only with IQ but also with how much of what kinds of special potential these youth have. This information cries out for use in counseling the disadvantaged to the end that they will take fullest possible advantage of their strengths--to play their longest suits so to speak. So long as we maintain a slavish reliance upon the IQ as a sole, or even a principal, determiner of individual potential worth, we shall remain on a treadmill in the education of academically unsuccessful youth.

Interest

The assessment of preference for education or occupations is an intriguing field and requires considerable expertise. Interests lie at the base of all of our educational endeavors. There is an adage which states that "you can lead a horse to the water but you can't make him drink." This is a fundamentally poor excuse for fundamentally poor teaching. The job of education is not to make this "horse" drink, but rather to make him thirsty, so that he will want to drink voluntarily. Let us no longer be deceived by these kinds of shibboleths. Let us no longer be led to infer interests of youth by the use of one single measure. Let us compare and correlate verbalized interests with the results of systematic measurement. Let us watch for internal consistency with aptitudes and aspirations. Again, on the score of interest, let us encourage our students to play their best suits in the "game" of life.

Implications

A thorough understanding of the disadvantaged is a necessary step toward providing educational service. Since considerable research has been done in the area of the disadvantaged in the society, it is possible for us to delineate certain guidelines for our consideration. These implications have to do with the planning of programs, the implementation of these plans, staffing and evaluation.

1. Generally disadvantaged youth are found in families (a) whose parents have completed fewer than eight years of formal schooling, (b) which are headed by a female, (c) whose parents are 65 years old or older, (d) which are rural, farm or non-farm, (e) who are members of minority ethnic groups. The incidence of families whose income is less than $3,000 annually is disproportionately high among the academically disadvantaged.

2. We should be extremely careful about inferring that the children of poverty parents have low innate mental capacity because their parents have a low level of formal schooling. Mental "jewels" will often be found in these families.

3. Many times, more often than not, scholastic ineptness on the part of disadvantaged youth stems from ineffective instruction and inexpert counseling and guidance. Well-conceived and conscientiously-conducted programs in counseling and guidance will be of inestimable value in helping disadvantaged youth to develop aspirations which are more realistic in the light of personal potential and the employment alternatives existing in the society.

4. Comprehensive programs in vocational and vocational-technical education are needed in most rural areas to provide the relevancy in education needed by a rural population which is becoming increasingly heterogenous. Minimal and unimaginative programs in education no longer incite the aspirations or interests of rural youth. Only innovative programs will be of real value in redeeming the disadvantaged from the despair into which public schools have permitted them to become mired.

5. Disadvantaged youth must be taught with a clear understanding of the differences and relationship which exist between interests, aspirations and aptitudes. The role played by each in helping these students to avoid extreme negative deflection of expectations must be taken into account.

6. Youth belonging to disadvantaged groups or members of ethnic sub-cultures are highly perceptive of insincerity on the part of adults who purport to help them. Therefore, expertise in teaching is not enough to lift the level of these youth. They will need the expert guidance and instruction of people who are honestly and sincerely interested in their welfare as individuals

7. If we truly believe in the uniqueness of the individual, it naturally follows that we must believe that each individual possesses something which is unique. It is our job as professional educators to find this uniqueness in each individual. Most importantly, we have the responsibility to lead these disadvantaged youth into a more complete understanding of their strengths and weaknesses and to capitalize on their strengths. We should be apprehensive about any program in guidance and counseling which does not deal expertly and understandingly with this pressing educational problem.

DISADVANTAGED PROGRAMS

Charles Davis, Director
Guilford County Economic
Opportunity Council
Greensboro, N. C.

Introduction : Summary

I have a feeling that most of us as teachers have lost contact with the realities of the world outside the classroom particularly as it (the world) relates to the lives of the indigent persons in this society of ours.

I think this tends to promote and to contribute to the widening gap between the have's and the have not's; furthermore, it contributes to the further development of the two societies that the Presidential Commission keeps talking about.

If we are going to talk about dealing with disadvantaged pupils and disadvantaged parents and the neighborhoods in which they live, I think we are talking about reestablishing relationships between and among people that make for understanding poverty problems and that make for sharing. This is what the Office of Economic Opportunity is all about.

Poverty is a degrading, a debasing thing. Our challenge is to understand, to sympathize and to empathize with the problems of the poverty stricken. We cannot apply middle-class values to these people; for termites--frustrations in this world--are eating away at these people.

Part of our time is spent in a state of fear, most of which is wrapped up in ourselves and our own well being. Fears should not control our behavior.

We should continue to exercise fully our responsibilities as teachers of all pupils regardless of the income and of the outcome.

NEIGHBORHOOD YOUTH CORPS

James Sibert, Deputy Director
Greensboro, N. C.

SUMMARY

The Anti-Poverty Act, established in 1965, brought into being the Neighborhood Youth Corps.

We deal, primarily, with young persons in school, ages 14-18; persons who have dropped out of school, ages 16-18; and, of course, persons 14-18 during the summer.

Our purpose is to provide part time employment for persons in school who can benefit from financial assistance to help them remain in school. Along with providing economic assistance through employment, we provide counseling in terms of what the students are going to do after finishing school. In addition, our summer program provides part-time employment so that students can save enough money for their clothing, supplies, and book fees for the coming school year.

Recruits are secured primarily through persons in the program. This year we had 900 applicants; on the basis of eligibility criteria (benefit to be derived, family size, economic conditions), 800 qualified; but we could accept only 250. Those who we felt had the greatest need were accepted.

The out-of-school program proposes to do what school systems have failed to do--pick up dropouts and try to give them training and skills so that they may become productive citizens in society.

Teachers can play an important part in helping the disadvantaged in classroom by closing the communication gap. Young people are now telling us what they want. We must listen and give them an opportunity for input into the curriculum and in the classroom. Furthermore, teachers can help to provent some potential dropouts by electing persons who need extra help and referring them to the Neighborhood Youth Council.

GREENSBORO HEAD START PROGRAM

Ronnie Korchai, Director
Greensboro, N. C.

Summary

Traditionally, the public schools have looked upon Head Start as a program which readies the young child for first grade. Nothing could be further from the truth. Head Start is a community action program and its objective is not only to get the young child ready for the first grade, but ready for life, with all the implications of that statement.

One thrust of this community action program is to provide the child with as many experiences as we can that will help him to learn to deal with and to cope with his immediate world in the best way possible for him.

The second thrust is to involve the child's family in everything that happens to their child, in everything that happens to themselves, in their participation in the community, their participation in the things in the things in the community that makes their lives what they are--good, bad, or otherwise.

We try to achieve these two global objectives by dividing our porgram into several components which follow:

Educational. Here in Greensboro we serve only five year olds. (We should serve two year olds.) We serve 400 children in Greensboro and 93 in High Point, and we are touching only a corner of the market.

Emphasis is placed on promoting within the child a sound self image by providing him with opportunities to succeed, on promoting development of eye-hand coordination, and on promoting development of communication skills.

Educators have the responsibility for teaching children the different languages for success in public schools. We have no right,

NEW CAREERS PROGRAM

Grace Hodges, Director
Greensboro, N. C.

Summary

A brief format of the New Careers Program which is the Department of Labor Manpower Program is a two-year work-training situation.

We enroll people who come from poverty backgrounds and who are indeed living within the poverty guidelines as published by the Federal Government. All of these persons must lack certain employable skills--attitudinal, vocational, or occupational--to be able to seek, to find, or to retain permanent employment.

We deal with human services agencies--agencies which deal with the problems. Such agencies are the Department of Social Services, Health Department, Housing Authority, Police Department and others. School systems deal with the public, but we are talking about people in training for two years leading to a para-professional position--a link between the non-professional and professional. In the school systems, we would be talking about the teacher's aide, a library aide or similar position other than that of secretary.

Half the time is spent on the job; and half the time, in an academic setting. On the job, the participant gets skill's training under competent supervision; and, academically, hopefully he gets an associate degree; however, we have people, at all academic levels, coming into this program. Some have dropped out at the eighth-grade level. We take these persons where they are and then we move with these individuals to the associate degree level.

however, to take away from them (the ghetto children) the communication skill for survival in their won community.

Nutrition: Breakfast, snack, and lunch are served each day.

Medical: Examinations and medications are provided, for there is direct relationship between good health and ability to learn.

Social Services: People are trained to go into the homes to dialogue with parents, to find out what they want for their children and how to get it.

Parents are invited to visit the school; for with involvement comes participation; and with participation come commitment and motivation. Jobs are often provided for parents as teachers aides.

To close the gap between the public school and the community and to produce the kind of pupil we want, I suggest the following:

1. Begin early, as early as possible to act rather than react.
2. Open doors of schools to community to meet, to interact, to dialogue.
3. Tune in to the community--listen to parents, listen to students --and plan together.
4. Tune in to students.
5. Be innovative and creative. Don't be afraid of the new.
6. Allow participation by students and the community.

LEARNING THEORIES AND INSTRUCTIONAL MEDIA

Ralph Wooden
Professor of Education and Director
Audio-Visual Center
A. & T. State University

We may say that an instructor, in planning a lesson, has a two-phase problem. On the other hand the most he must arrange and adapt his material for most effective presentation.

Let your objectives determine whether your transparencies are to be selected, prepared or generated extemporaneously. The planned pictorials will then serve to condition the nature, extent and timing of your comments.

Recorded or "canned" commentary may be attached to the transparency mask; but an instructor well versed in his subject usually prefers to rely on brief notes to remind him of salient points to be mentioned, encircled, arrowed, underscored or otherwise emphasized during the presentation.

In timing your lesson, plan to allow for unavoidable loss of time. For example, in a forty-minute period, allow ten minutes for roll call, assignment and announcements.

Check List

1. Know the types of transparencies that can be prepared, selected or generated extemporaneously.
2. Gain facility with the tools and media that are used in advance preparation and in supplementary "on the spot" generation.
3. Make your planning and organization meet prime objectives of presentation.
4. Prepare and rehearse to intergrate commentary with planned visualization.
5. Study placement of projector and screen and best audience visibility.

6. Determine what materials are to be used in the classroom, and make them available.

7. Time your commentary with use of visuals.

8. Consider the extent of class participation desired.

9. Consider using one or more of the following techniques:

    a. Writing or drawing on stage of projector with grease pencil, or pen.
    b. Using progressive desclosure in your presentation
    c. Using overlay or other composite transparencies
    d. Using animated devices or animated demonstations.

THE OVERHEAD PROJECTOR OPERATION

Projection of Transparencies

Turn the switch (figure)to "ON" position. Place a slide or other transparency on the stage and focus the lens by turning the focusing knob. Center the screen image laterally by moving the projector. On the back of the projection head is a knob which raises or lowers the screen image by tilting the mirror in the head. Raise the knob or raise the screen image or vice versa. Center the screen image vertically by adjusting this knob. The projector is now ready for the projection of transparencies.

By placing a plastic sheet on the projection stage you may write or draw on it with a wax pencil. Your writing or sketch will be projected as you really proceed. The writing can be erased by wiping with a soft cloth. Colored inks may also be used.

Maintenance

The only routine maintenance required by this equipment is the cleaning of the optical elements. The following parts should be cleaned after every 25 hours of service:

a. Reflector
b. Glass condenser
c. Secondary mirror
d. Top surface of the cover glass
e. Bottom surface of the cover glass

f. Bottom surface of the lens
g. Outer surface of the window
h. Heat obsorbing filter

The remaining optical surfaces:

a. Top of the fresnel condenser
b. The bottom surface of the cover glass
c. The top surface of the lens
d. Front surface mirror
e. Inner surface of the window

Should be cleaned when inspection shows that it is definitely needed. These surfaces should not be cleaned unnecessarily since they are delicate and can only be reached by disassembling parts of the projector.

Assuring Good Visibility

The attentiveness and response of an audience will depend in a large part on good visibility.

I. Projector to Screen Location

The best location for projector and screen is determined by:

a. Size of screen image desired
b. Height of projector from floor
c. Height of screen
d. Best viewing angle for audience

The instructor who elects to stand must see to it that the lower part of the screen image is high enough for the audience to have an unobstructed line of vision. For a large image in a low-ceiling room, an oblique viewing angle can be used as illustrated. Angle viewing allows all heads to be slightly turned. The screen, must, of course, be kept in a plan at a right angle to the projector beam.

The instructor who sits may use the low projector stand or a low table, adjusting screen height to permit viewing over the top of the projector head. Again, angle viewing is the answer in rooms with unusually low ceilings.

II. Focusing

Having achieved the best projector-to-screen arrangement, the instructor is now ready to obtain a sharp focus. The focusing knob raises and lowers the projector head. The smaller knob on the projector head adjusts the tilt of the mirror in the head. The following steps should be taken to get a good focus:

a. First obtain a rough focus by turning the focusing knob below the projector head.

b. Turn the smaller knob --at back of projector head-- to raise or lower the image to center on the screen.

c. Now focus sharply by again adjusting the focusing knob.

d. Whenever the projector location is changed, tilt it and it will not be necessary to make these focusing adjustments.

GUIDLINES FOR DEVELOPING OBJECTIVES

Objectives:

1. Should be stated from the learners point of view.
2. Should describe the type of learner desired.
3. What is expected of the learner in behavioral terms?
4. Conditions under which this learning is to occur.
5. Level of proficiency expected of learner.
6. Rationale supporting the stated objectives.

PRODUCING 2 X 2 SLIDES

Steps for Using the Kodak Ektagraphic Visualmaker

1. Load the camera with film.
2. Install the camera on the copy stand.
3. Insert a flashcube in the flashcube socket.
4. Arrange your subject material in the field frame of the copy stand.
5. Press the shutter release.
6. Operate the film advance lever until it locks.

Now You Are Ready To Take The Next Picture

A. Objectives: Where Are You Going?

1. Slide #1______________________________

2. Slide #2______________________________

3. Time Test

4. Slide Review:

   a. Slide #1______________________________

   b. Slide #2______________________________

5. Objectives: Are they clearly stated so students can understand?

   a. What are the functions of objectives?

   b. How can they be refined and improved?

   c. Upon what are your objectives based?

B. Developing an Attitude Toward Learning

1. Ptolemy- Copernicus Theory

   Your notes______________________________
   ____
   ____

2. Explosion of Technology applied to education

   Your notes______________________________
   ____
   ____

3. Poem

4. Reaching a goal

   Your notes______________________________
   ____
   ____

5. What is the Purpose of Learning?

   "The first object of any act of learning....is that it should serve us in the future."
   (Dr. Jerome Bruner)

   a. Why do we teach?

   b. Why do we construct a "Course of Instruction"?

   c. What do we hope to achieve?

1. We teach in order to influence the capabilities of the student.

   You hoped he would, as a result of your efforts:

   a. Know more than he knew before

   b. Understand something that he did not understand before

   c. Develop a skill that was not developed before

   d. Feel differently about a subject than he had felt before, or

   e. Develop an appreciation for something where there was none before.

6. Returning to objectives:

   "A usefully stated objective is one that help us to see where are heading and tells us how to know when we have arrived."

   "At the end of my influence over the student, when in the presence of (your subject) the percentage of approach responses made by him will at least be as great as it was when the student first arrived."

   "If you are not sure where you're going, you're liable to end up someplace else."

THINGS SURROUNDED BY unpleastness ARE SELDOM SURROUNDED BY people.

There once was A Teacher

Whose principal Feature

Was hidden in quite an odd Way

    Students by Millions

    Or Possibly Zillions

    Surrounded him All Of The Day.

When finally Seen

By his scholarly Dean

And asked how he Managed the Deed

He lifted three Fingers
and said, All you Swingers
Need only To Follow My Lead.

To rise from A Zero
To Big Campus Hero.
To answer these Questions You'll Strive
Where Am I Going.
How Shall I Get There, and
How Will I Know I've Arrived?"

A PROGRAM TO MEET THE NEEDS OF THE DISADVANTAGED LEARNER

J. E. Batts, Principal
Phillips High School
Battleboro, North Carolina

Literally thousands of books, monographs and magazine articles on the disadvantaged learner have saturated the educational market. All of this recent interest has as yet failed to provide a body of knowledge which may be systematically developed into a curriculum for the culturally disadvantaged learner. It is doubtful that a narrow educational prescription will ever produce a satisfactory program, for the needs of the culturally deprived are as diverse as the needs of the general population.

Educational principles which may find more practical application for the culturally deprived learner are merely useful tools. Implementation of sound educational principles assumes an attritude on the part of the teacher which will result in considerate understanding of the unique problems of the learner.

A hard look at school policy and at school teachers seems to point toward a need to expand what is traditionally called teaching. No longer must teaching be concerned only with curriculum areas and methods and materials, but it must also center upon helping students develop an adequate concept of themselves and helping them make meaningful interpersonal relationships in a manner that is both personally gratifying to them as well as socially acceptable to society.

It is possibly redundant to characterize the subject of our concern or their value system. Yet it is stated that a child is disadvantaged when particular ethnic or socioeconomic circumstances cause him to be estranged from society. Among these circumstances are membership in ethnic minority groups, occupational displacement and migration of parents, certain physical and health problems which are magnified by poverty or lack of education, sub-standard housing conditions, lack of relevant educational readiness experiences, inadequate language skill development, lack of confidence and poor self-concept, preoccupation with the present, lack of interest in the abstract, poor performance on standardized tests, short attention span, lack of respect for authority, and undersirable adult behavior influences. Clearly, such forces acting upon the school child raise substantially the probabilities that he will encouter difficulty in matching the accomplishments of the typically successful pupil.

It should also be pointed out that the socially disadvantaged are an extremely diverse and heterogenous group. No one program (with the exception of the skill area instruction) meets their needs. As a result, the flexibility possible in complete individualization of programs, particularly at the senior high school level, is essential.

If we wind up with a good program of added services and enrichment for the disadvantaged, it is possible that it would serve the purposes of all children.

What are the problems and academic inadequacies which hamper the efforts of these students to gain efficiently from formal instruction? Briefly stated these include the following:

1. Difficulty in mastering reading due to an un-literate heritage and subsequent difficulties in understanding what is going on in formal classes.
2. Inadequate motivation for "book learning" from home and community.

3. Inadequate concepts of the world of work resulting in unrealistic or at least stifled career goals.
4. Inadequate concepts of themselves as persons resulting in low aspirations for achievement.

We would like to suggest three fundamental considerations to be taken into account in the development of a realistic, meanful curriculum. They are, one, the characteristics of the individuals for whom the program is being planned must be determined; two, a guess or prognosis concerning the future of these individuals must be made; and, three, the program must reflect and be in harmony with the environmental background they bring with them to school.

The primary thesis that I have attempted to develop here, in relation to curriculum development or meeting the needs of this group, is that it is poor practice to merely attempt to "fill in" middle-class experiences in order that the socially disadvantaged can then understand and benefit from middle-class oriented instruction. Instead, carefully examine and evaluate the many positive attitudes stimuli, and learnings these children bring with them to school and emphasize them. Give them something that is meaningful in their lives. Give them something they can be proud of. It is more than possible that they possess numerous positive factors that can and should be incorporated into the total attitudes and values of society and that will make communities better places in which to live.

May it also be added that disadvantaged, those adolescents who are having great difficulty with the regular school curricula, should have a school program which emphasizes the basic skills of language and reading and they should be permitted to specialize in an area in which they are especially interested. Such a program would reduce the emphasis on general education courses and would permit the student to go as far as he can go in some area of specialization. Such specialization could begin as early as the 9th year of school.

It is especially important for these students to have a detailed diagnosis of their special weaknesses and strengths in the basic skills and be helped by appropriate remedial measures, tutorial instruction, and more effective curricula materials.

For these youth, there should be work-study plans in which students can learn in relation to the work. This requires very effective co-operation between schools, industry, and public agencies.

It is believed that instruction offered in a cultural context which constantly re-enforces the youngeter's deprivation will not do. For just as surely as some students need to be individually prepared for the college board examination so does the slow learner need individualized attention directed first at strengthening his strongest attributes, a necessary step in developing a positive self image. Dedicated teachers must direct their interest and energy to the understanding of these persons. Only by teachers who have learned the children and grown in respect for them will this program become a reality.

The material discussed to this point can be little more than ideas unless it can effectively be translated into an action program. It can be safely stated that the ultimate success of such a program will depend largely on the skill and dedication with which it is implemented. Such a task should be a challenge to even the most imaginative school staff and community.

ARTICULATION OF PROGRAMS FOR THE DISADVANTAGED

M. S. Sanders, Area Director
Occupational Education

Vocational Education Programs for the Disadvantaged

102.64 State Plan Provisions --general

Funds appropriated under section 102 (b) of the Act and allotted to States for the purpose of section 122(a) (4) (A) of the Act may be used only for vocational education programs for disadvantaged persons. The State plan requirements set forth in 102.31 through 102.46 are also applicable to vocational education programs for the disadvantaged assisted with funds under section 102(b) of the Act. In addition, 102.65 through 102.67 require inclusion in the State plan of certain provisions specifically applicable to such programs for the disadvantaged.

Vocational education for disadvantaged persons. At least 15 percent of the total allotment for any fiscal year to a State of funds appropriated under section 102(a) of the Act, or 25 percent of that portion of the State's allotment which is in excess of its base allotment, whichever is greater, shall be used only for vocational education for disadvantaged persons.

"Disadvantaged persons" means persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons (as defined in paragraph (0) of this section) unless such persons also suffer from the handicaps described in this paragraph.

Articulation - the action or manner of jointing or interrelating, or the state of being jointed or interrelated.

Interrelate - to bring into mutual relations or to have mutual relationship.

Mutual - - - - Something in common, characterized by intimacy. A common, intimate jointed affair.

Let's take a look at the occupational programs offered in North Carolina public schools. Point or terms and conditions for Articulation.

In the state we have at present 12 program areas that make up the total occupational family, and we can point out that one or combinations of all programs may be found in the 152 local education agencies of the state. All units are encouraged to develop the comprehensive type program to meet local manpower needs. As we look at these programs, please feel free to raise questions. We would appreciate you writing your questions, and we plan to provide for reaction time on the total presentation.

(At this point present program offerings were discussed.)

Now that we have looked at definitions and terminologies of disadvantage and articulation, let's begin approaching a look at how we can structure some type of vehicle that we may call program.

First, let's consider some steps to follow:

Step number one, as we visualize the process, is to establish a list of objectives that we would like for our or a given disadvantage program to perform.

Second, a decision should be made at some level as to the best program area to fit this disadvantage program. Example: Would it be best for the specific program for the disadvantaged to be based in vocational agriculture, in D. E. , in Home Economics Education, in Introduction to Vocations, in Trades and Industrial Education, in Industrial Arts, in Office and Business, or in Cooperative-Part G?

Step three is where we begin to get involved with a very high degree of articulation fitting program content, course sequence, and teacher competency. These, as I have observed,are the disadvantaged and handicapped programs that are in operation in the 13 counties and 17 administrative units of District II. The major components of any articulation program: program content (subject matter to be presented), course sequence (how it is to be presented from what level to what level, do you start at point one or nor point at all?) Then teacher competency, (does this teacher have the special ability to understand the problems involved in this situation?) Is the interest here to work children that need this special new approach or shall we arrive at the obtainable goals without approaching the 3 r's or the same old styles that we have been using since the year one? This is one of the giant problems in the area of Disadvantaged Programs and Occupational Education in general. This is teacher attitudes change,a fact of life that is almost next to impossible or very, very difficult to effect. People just don't change very easily; they will agree with you and tell you that they are with you and in your corner as far as the innovative program is concerned; but turn your back and return to the scene unannounced to observe teaching procedures, etc. They are the same old ones. This is a general behavior practice.

Step four is putting together objectives, course sequence, teaching abilities, student needs, and structing the total thing in a manner that the total end product will work or is articulate.

(a) The student-need factors must be designed to help the student get the needed program activities that will help remove the youngster from the economically deprived; how can this be developed?

First, does the student need money to stay in or drop out, this means money now? Work study is one component that can be used here. The student's grade level, knowledge, capabilities, and attitude may be structured so the student works, stays in school, and does not destroy personal image of being a human. Cooperative Part G Funded Programs may be built in here. One example: A program can be designed for three hours of class or school work and Cooperative Part G Program centered around a community institution that will cooperate, (Wayne County is developing a Health Occupations Part G Program that will give training to all levels from janitor, orderly, nurses aid, clerks, and the whole hospital careers area and pay the students as they remain in the secondary program areas.

Culturally Deprived- This is an area of deprivation that demands a high degree of articulation. Home Economics Education can be drawn upon very heavily here to give guidance in eating habits, table manners, proper dress, and selection of many of the cultural activities. A program could be structured to bring about a job awareness of the many ways that people live and make their living and the factors that develop cultural pattern. Here, I would suggest the utilization of resources of Home Economics Education, Industrial Arts, Introduction to Vocations, and Agriculture.

Educational Deprivation: This is the area of deprivation that presents many, many problems to those in education because we always know what the student needs without first getting the students' input. You can best help these educationally turned-off students by first tunning their TV sets on to some programs that interest them. It might comprise some agriculture program components, some Distributive Education, and some T & I; or it might be a combination of some other program units.

Socially Maladjusted: The first reaction that I have here is that we develop some programs that will enable the students to have a few victories.

What makes a man socially maladjusted or socially deprived? Here we have to consider that socially maladjusted students can be helped by putting them in a condition or social condition that will develop strengths and confidences. Total program articulation design is needed here. (The special program of Occupational Camp Opportunity at the S. B. Simmons FFA Camp, Swansboro. (Give overview of the camping program design.)

To develop a good program of articulation in Occupational Education, we would like to suggest the following:

After all occupational program people have been consulted and used to develop ideas of an occupational area, the guidance resource persons should be utilized. Special education can provide input with techniques for reaching the slow and disadvantaged student.

The area of rehabilitation, especially Vocational Rehabilitation, is what articulation is al about. It is the bringing together the needed resources in Occupational Education and supportive services to develop programs that will remove the many students from the disadvantaged ranks in the public schools of North Carolina and the nation, but we must first start in the local school.

Thank you.

VOCATIONAL REHABILITATION

Charles H. Vitou
Vocational Rehabilitation Counselor
Education Rehabilitation Unit
Rockingham County School Systems

I would like to take this opportunity to thank Dr. Bell for inviting me to meet with you this afternoon. It is a great pleasure for me to be here.

Vocational Rehabilitation is a state -federal effort to help physically, mentally,or emotionally disabled people become successfully employed. For 50 years we have been serving the disadvantaged.

A handicap that is so severe that it prevents a person from working deprives that person of his rightful place in society. Instead of being self respecting and tax-paying citizens of the community, handicapped persons are forced to become a burden to themselves, to their families, and to society. They are left to sit around and hate themselves because they can't find any meaning in or purpose of their lives. These disabled-disadvantaged are just like any one else--they long to do things, to create, to be self sustaining, to pay their own way. This number of disabled is increasing at the astounding rate of 100 persons per day in North Carolina. Something must be done now to help these people, or else by 1980 there will be one disabled person for every able bodied worker in North Carolina. This is where Vocational Rehabilitation comes in.

How? The answer is simple. Rehabilitate. This is not double talk nor some kind of magic. It is simply money, hard work, personal determination, and a plan --a plan that leads the handicapped back into the main stream of life. Rehabilitate handicapped people for a vocation- a job.

Many of the points I am making this afternoon are presented in these booklets which I will have available for you at the end of this session. Please feel free to come and get them.

For decades, as you teachers know, public schools in North Carolina have been faced with the problems of drop outs, slow learners, the seriously retarded, the emotionally upset, the physically handicapped, and other forms of disabilities which require new educational approaches if appropriate education is to be provided such student. Modern school systems have responded to these needs by the gradual development of school programs adjusted to the needs of handicapped students (such as curriculum modifications, special teaching methods, adoptive equipment, etc.). Even with these advances, it is recognized that the student still faces formidable barriers in moving from the school setting to satisfactory adjustment in the community. This condition leads to the natural union of public school services and vocational rehabilitation services in this area of mutual interest.

The "Cooperative Educational-Rehabilitation Program" is simply a formalization of the commitments of the two agencies to organize, improve, expand, and focus in the most meaningful way their respective services on the needs of handicapped youth.

Essentially, the cooperative program commits the school to improve its services to the utmost with the realization that these services will be fully articulated with vocational rehabilitation services, providing a continum of assistance to the handicapped student while in school, in post-school period, and to successful job adjustment.

Vocational Rehabilitation has brought to the school setting those services especially adopted to the current needs of handicapped students with a full commitment to provide additional services after separation from school that may be needed for completion of social and vocational rehabilitation (orhabilitation in this case). When the school and Vocational Rehabilitation services are effectively joined, the student is scarely aware of the point at which education ends and Vocational Rehabilitation services begin. The end result is not only beneficial to the handicapped student, but also of tremendous value to the community, striking directly at such serious problems as unemployment, dependancy, delinquency and human waste.

Generally, these cooperative programs work with student-clients in the age range of 14-20. Being enrolled in school, student-clients are primarily the responsibility of the educational system during the first phase. When school services are terminated, they become full time clients of the Vocational Rehabilitation agency, and continued services are provided under the agency's usual policies and procedures. The cooperative program has shown its greatest value in that the services are not strictly segmental but are joined effectively to provide the best timing in meeting the needs of the disabled student.

It is felt that, if a young person with a handicap can be identified while he is in school, Vocational Rehabilitation can be of tremendous value in helping him become gainfully employed, or better educated for future employment when he leaves school.

There are only three requirements that determine eligibility for our services:

1. There must be the presence of a mental or physical disability.

2. The disability must be a substantial handicap to employment.

3. There must be a reasonable expectation that the person can become gainfully employed as a result of Vocational Rehabilitation services.

I am certain you want to know exactly what services we do provide. There are basically nine:

1. General physical and specialty diagnostic examinations.
2. Medical, surgical, and hospital care if needed and client is unable to pay.
3. Artificial appliances-braces, limbs, hearing aids, if client is unable to pay.
4. Counseling and guidance.
5. Vocational evaluation and training (including on-the-job training, sheltered work shops, technical schools, two and four year college educations)
6. Maintenance and transportation, if client is unable to pay.
7. Purchase of occupational tools and equipment, if client is unable to pay.
8. Placement on the job.
9. Follow-up after placement on the job - one to three or more months.

How might you as teachers use our program? It is simple. In order to serve the disadvantaged student, we must first locate him. As teachers,you have an excellent opportunity to observe your classes and identify those students with suspected handicaps--contact your nearest Vocational Rehabilitation Agency. Your guidance counselor or principal should the name and address of the counselor who serves your school. If not, look in your phone directory under Vocational Rehabilitation for the agency serving your area.

When you call to make a referral, give us the name, address, age, sex, and suspected disability of the client, along with any other pertinent information about the student. The Vocational Rehabilitation counselor will contact the student and his family and will begin determining that student's eligibility for Vocational Rehabilitation.

In summary, let me say that it is of considerable advantage to identify a handicapped student and provide him with Vocational Rehabilitation services early in life rather than have him get out of school, perhaps fail at several jobs, and then contact the agency when he is 25 or 30 years of age. The earlier Vocational Rehabilitation can work with the handicapped person, the easier the job of serving him will be. Also, at an early age the individual more than likely has not set up a pattern of failure.

I want to urge you, when you get home, to remember Vocational Rehabilitation. Make use of our services and don't forget to "spread the word" to you fellow teachers.

Remember it is ability not disability that counts.

Thank you.

COMMUNITY RESOURCES IN PUBLIC HEALTH

Mrs. Mary Farthing
Health Educator
Guilford County Health Department
Greensboro, North Carolina

If disadvantaged school children were asked, "How does the County Health Department serve you?" I wonder if they might reply in a similar way to the group of Girl Scouts who answered me by saying, " My mother took my little brother there to get his baby shots." When I asked the same question again, another girl said, "My mother took me there to get my shots before I started to school." As I repeated the question, hoping for a little variety in the answer, a youngster volunteered, "Well, before I went to camp, I came for my booster shots." Still thinking someone might have heard of some other service, I asked again, with this result, "Last summer my preacher went to the Holy Land and he had to get his shots there before he left this country."

It is true that a public health department is many things to different people, but to this Girl Scout troop we were just a shot in the arm. I guess if your choices were limited, you are willing to settle for this- its being a shot in the arm.

Since that experience,I have changed my approach. Let me give you a definition of public health composed by Dr. C. E. A. Winslow. As I read each phrase, would you ask of that phrase, "Would that help a disadvantaged child?"

"Public Health is the science and art of (1) preventing disease, (2) prolonging life and (3) promoting health and efficiency through organized community effort for:

a. The sanitation of the environment

b. The control of communicable diseases
c. The education of the individual in personal health
d. The organization of medical and nursing services for the early diagnosis and preventive treatment of disease
e. The development of the social machinery to insure everyone a standard of living adequate for the maintenance of health, so organizing the benefits as to enable every citizen to realize his birthright of health and longevity."

Applying my question concerning the disadvantaged child to Dr. Winslow's definition, you likely voted yes for each statement; however, you are thinking why talk about the disadvantaged child, that definition applies equally well to all the rest of us. True, that's what public health is all about. It is responsible for health problems which cannot be solved by individual action--one of us acting alone. Now we are talking about things like fluoridation of the community water supply and polio immunization for every child.

The second function of public health is to make it possible to obey the laws passed dealing with public health. For example, the state of North Carolina says you must have a blood test before you may get married. In order to keep you within the law, the health department will provide you with a blood test, just as it will give you a chest X-Ray in order that you can meet this latter requirement if you serve food to the public. One law concerns control of syphillis; and the other,tuberculosis.

All county health departments in North Carolina, small and large provide these services:

a. Dental service to children
b. Eye and often glaucoma clinics
c. Immunizations and x-rays
d. Orthopedic clinic once a month (in 49 clinics)
e. Maternal and child health services, including family planning service, and services to expectant mothers

f. Tuberculosis programs for case-finding and prevention of the spread of TB
g. Venereal disease control
h. Vital statistics
i. Well-child clinics
j. Clinics away from the department (example, well-child and immunization)
k. School health services
l. Services of environmental health
    1)- To control the physical factors of the environment which affect human health and comfort
    2)- Programs utilizing public health nursing skills in the clinic, community, and home
    3)- Programs of health education
    4)- Programs for nutrition
    5)- Services of physical therapy
    6)- Laboratory services
    7)- Cancer clinics (in each section of North Carolina, but not in every department

The completeness and quality of services offered by your health department depend upon the money it receives from your county commissioners, who budget local tax money for services; the state legislature which provides money in North Carolina for the state board of health which assists each county; and the Congress which makes monies available through several sources. Funds come from other sources as well- example, North Carolina Blind Commission for part of the program of service to persons with sight problems.

Trained workers are required to do the job. Public health is a speciality which requires advanced training.

Public knowledge and interest are essential to see that needed services are available and used.

SOCIAL SERVICES

L. M. Thompson
Director, Guilford County
Department of Social Services
Greensboro, North Carolina

The Guilford County Welfare Department was created by an act of the North Carolina General Assembly in 1919; and it has been on paper at least 51 years. The word "welfare", however, became such a distasteful word that the agency is now known as the Guilford County Department of Social Services.

Somebody is on duty at the Social Services Department around the clock to perform the duties that follow:

I. Legal mandate to render specific services:

    A. Protect the dependent, neglected, and abused children

    B. Provide income to four (4) categories of persons and families

    C. Certify eligibility for medical services to those who apply and qualify

II. Render mandatory and optional social services:

    A. Adoption for children

    B. Day care for children

    C. Foster care for children

    D. Arrange specialized care for physically and emotionally handicapped children

    E. Refer or arrange transportation for adults who need services from other agencies, as: Medical Clinic, Mental Health Clinic, V. R. Office, V. A. Office, Social Security, or Employment Security Office.

    F. Refer or arrange care for adults who can not live alone or need specialized care.

G. Give temporary personal attention to individual or family by Homemaker or Social Service Aide- (caring for children, caring for a home, preparing meals, or teaching housekeeping skills)

H. Employment counseling for those who do not/or have not successfully used standard employment agencies and resources.

III. Communicate the problems to those who can pass laws, appropriate funds, or open doors for the disadvantaged.

IV. Resources

A. Agencies

B. Institutions

C. General

GUIDANCE AND COUNSELING OF STUDENTS WITH SPECIAL NEEDS

Thelma Cumbo Lennon
Director, Division of Pupil Personnel
State Department of Public Instruction
Raleigh, N. C.

I am not really sure that I'd like to say within my remarks exactly the points that you wish me to say. But, if I do not, certainly you might just shoot them to me; and I'll deal with any of those as honestly and as frankly as I know how--even the indictments made to counselors. I think many of them (indictments) are justified.

But, together, I think we can discuss these and see what you think counselors should be doing more of and talking about situations in which they work....

But today, I am going to deal with something a little more---involving teaching as guidance really. You see, I perceive teaching as guidance. Teaching is guidance. You direct the learning process; and this to me is the most important form of guidance in the school. And so, this is what I'm really going to build up this morning.

I do not use the terms counselors and teachers synonymously, but I am really going to talk more about teaching as guidance, this morning, than I am the specifics that counselors deal with; but (I) hope that throughout all of this there might be some points in your minds which you wish to bring out after then and these we can talk about.

But, what I want to share with you this morning are the thoughts I have on the topic, "Opportunity for Responsibility"--"Opportunity for Responsibility".

Now, let me just begin by saying to you that I am really, really heartened because I think that those of us in education are learning much and we are beginning to face up to many things. I am heartened because we are beginning to translate theory and research into practice, and I am heartened because educators are beginning to communicate, for the first time, about some common concerns. I am further heartened because school administrators are beginning to, in some small measure, demonstrate the courage and the competence to seek new terms for the solutions to some very difficult problems. I am further heartened because I believe that there is recognition, at all levels of the government, of the crucial need for books and facilities to meet the needs of youth; and, lastly, I find that, in 1970, I am heartened because of the nationwide concern that our strength lies in the ability to provide effective education for all children and youth.

Now, you and I know that there are Indians in America who have been systematically deprived of equal educational opportunities. They have been deprived of equal economic opportunities; they have been deprived by exploitation and by a growing indifference to social responsibility in a democratic society.

Now there are millions of Americans who have been congregated in the inner cities of our great cities, and there are still million of Americans who are congregated in the rural communities of our State. These, to, are the millions of Americans struggling for existence in the rural areas of the country.

In Dwight McDonald's terms, they are really the invisible poor, you know, those on whom both times and good years have no effect. Constantly pressured in their lives, they are the families in which there always exists the common demominator of "not enough"---not enough income, not enough information, not enough marketable skills, not enough education, and not enough experience.

This is why all the great concern has come about--about programs for the disadvantaged. For they are this way because society has made them this way.

Lawrence Prentiss credits the United States Congressmen with having legislated an educational revolution during the ten months between January and October of 1965. Now the essence of this revolution, said Prentiss,...was embodied in two laws that promised to change American schools and colleges more radically than they had changed at any previous time.

Now, you know the laws. They were the Elementary and Secondary Acts and Higher Education Act, and they were amendments to the Vocational Education Act.

But, to me, what these acts really do is they really promise help to the school man on the firing-line of education. Now supported by the Civil Rights Act of 1964 and the Economic Opportunity Act, the educational legislation of 1965 provided funds for all the educational improvements that citizens and educators had been demanding over the years.

I believe that those of us who are charged with the responsibility of the education of young men and young women are certainly on the firing-line; and, for me, I think that Charles Dickens best described this period when he said it is the best of times and then it is the worst of times.

You know never before have so many invested so much in the children---in the education of our youth. There is great concern about the education of children of the poor, and we are looking for ways to enhance the education of the culturally deprived, and we are distrubed about the education of the youth with few vocational skills.

Now, all of these people, as you and I know, are often concern about education of children of minority groups. This is the best of times; but, on the other hand, you and I...who are responsible for translating the results of this concern into more effective education might really find it a little distrubing. We cannot escape the questions which continue to haunt us. Now, just suppose, after all these massive programs of federal aid and national and local concern that the children of the poor, the culturally deprived, the disadvantaged, the youth without vocational skills---just suppose that after all this pouring in of money that these children showed little or no educational gain. In short, just suppose that, after all the concern and all the assistance, the educational status of boys and girls remained relatively unchanged. Then we would have to ask ourselves the question, What then?

To me, this is a distrubing question and yet it is one that will not go away. I think it is the best of times, but then sometimes I think it is the worst of times. The tremendous responsibility which increased aid to education has placed upon educators would have us decide whether it really is the best of times or whether it is the worst of times.

Now, it says to me that you are fully aware that money of itself is meaningless--even the program, facilities, and equipment which are provided by the money. They are meaningless, meaningless indeed until teachers and counselors consciously determine the reasons for counseling, the reasons for teaching whatever they are teaching through the program and thereby give meaning to the facilities and equipment being used; but still meaningless until the teachers communicate these aims to pupils in ways that cause the pupils to make the teachers' aims their own.

Now only then does the desired learning take place and then, and only then, is federal aid, local aid, or any other aid really meaningful. To me, this is really the end toward which we work.

I believe that federal aid to education adds a dimension to our responsibility and that dimension is that of seeking to understand clearly what education in 1970's is really all about and how to handle it. Now, to me, what this really means is that we must, during these hectic and distrubing times, utilize mew programs, facilities and equipment in ways that will facilitate learning.

Now, I personally consider it a compliment that, at this time in America's educational and social revolution when all eyes are focused upon the disadvantaged that all of us have really been dealing with these youngsters all the time, but why is it that only recently such national eyes began to focus on these children? I think, if we really look at that, we can more readily attest to our responsibility. This new emphasis, I think, suggests that there are several elements upon which we should focus attention.

First, I think we really need to stop and take a look and consider more seriously the concept of the culturally deprived. Everybody is writing books on who they are and what they are. But I think we really need to take a look more constantly at the concept of the culturally deprived, the concept of the disadvantaged, and define the expectations regarding their education.

Secondly, I think we need to reexamine what we really know about the teaching-learning process and determine how we, as teachers, might go about getting the job done. Now, I know you have read much about this, and I know you have heard more about this even at this conference and you'll still hear more; but I would just like to take a look with you at this moment at who are these persons--the disadvantaged.

Now there are those who say one out of every three pupils today may be classified as the disadvantaged and that by 1975, one of every two pupils or 50% of the American school population will qualify. Now those of us who have the responsibility for directing the educational growth of our boys and girls recognize that percentagewise some numbers are much larger. You know there are so many descriptions of the disadvantaged perhaps we might really explore together this morning some of them.

Allison Davis explained that this term, when taken literally, gives rise to a grave misconception. Many people conclude that a group which is so identified represents people without a culture. Now this of course is a fundamental error which explains why some efforts in behalf of these children always produce negative results.

These pupils too enter school with basic speech patterns, with patterns of actions, values, and learning emotions which are very acceptable by the group from which they come. Though very complex, these pupils do have a strongly-developed culture. They are deprived only of certain skills and values possessed by most American middle class groups; and you and I know that this deprivation is a part of America today. In fact, this is the reason for all of the great concern; but the simple truth is that the middle-class skills and values which this group lacks are the skills and values which they must have to compete in the American economy and, thereby, become socially and economically mobile.

Now this, to me, is what education for the disadvantaged is all about. Happily, as teachers, we have the task of developing, first, new habits of speech; secondly, new cultural patterns of behavior;

thirdly, new values; and, fourthly, new ways of expressing emotions in order that this group may be able to walk through newly-opened doors into middle-class America.

Now this is what we are expected to do; but in recognition of the fact that really the term (disadvantaged), to me, is a misnomer, certain educators have not followed Frank Reisman in his usage of the expression the culturally deprived child. Some have followed John Fischer who wrote of the disadvantaged American or others, like Henry Pastore, who refer to the child from the depressed areas.

I prefer to call these children victimized because, I think, they have been victimized by all that has happened to them in a democratic society. Now the case in point here is not to present a rhetorical venture into semantics but rather my point is to try to call our attention to two factors of importance--that by whatever name this group is called, their descriptions present two commonalities. First, they are pupils of low socio-economic status; and, in relation to the demands of the public schools, they are notably definient in academic strengths; and, second, that by whatever name they are called, we cannot describe them as a group of disadvantaged pupils and provide treatment in manner.

The individual differences among these children are as great as those to be found among any other group. But, in spite of the common characteristics that they share, I am very, very apprehensive that the disadvantaged as we so call them will really suffer tremendously from current interest in their behalf if they become labeled as a group and their teachers and counselors and principals and any educator fall into the trap of reacting to them in terms of their labels. I believe that teachers, more so than anyone else, must remember that labels are good on medicine bottles, but they serve only to frustrate the teaching-learning processes in the classroom.

Now, I hope that this very brief look at the disadvantaged might have called our attention to three points that need to be emphasized:

1. That incresed federal and local aid for the education of the disadvantaged brings with it a prime objective for education, namely, to develop those middle-class skills and values which enable pupils to compete in desegregated schools, in the American economy, and in the American social system.
2. Because it is generally known that these pupils are many times academically deficient, the school staff needs to begin with a careful diagnosis of the mental achievement of each learner that for these learners, too, new learning can be built only upon previous learning.
3. Learning is a personal thing, and it will occur only for the disadvantaged too as each one of them perceives the task in relation to his perception of who he is, what he hopes to become, and what he wants to learn...

Now that we have briefly analyzed the characteristics of the disadvantaged, let's consider a real crucial question: What must teachers do in order that their pupils' behavior will lean to new habits of speech and writing, the use of books and the other skills which are socially and economically adaptable in this country of ours?

I believe that a moment's reflection might cause us to know that the demands that the middle-class American school makes upon the disadvantaged are tremendous, for they are bound really to changing the entire life style. To ask any group to change its language pattern, its culturally--learned behavior, and to ask any group to change its values--what you are really doing is asking it to change its whole life style; and it could result in little being changed.

Now an analysis of the teaching-learning process might be helpful here. The basic premise in my analysis is that teaching is communicating. Counseling is communicating. I believe it is communicating to the learner an apparently realistic goal and an acceptable reason for his attemping it. I believe that it is communicating all kinds of ways by which the goal may be reached. And I believe that it is communicating and evaluating of the effort made in order that (the) cycle may begin anew. I believe that every teacher communicates by what he says, by what he does, but mainly by who he is.

Now the first task for teachers, as I see it, and by far the most difficult, is that of convincing your pupils that education in the middle-class school represents the goal which is achievable and which they have a reason to achieve. This is very difficult to do; and the older the pupils are, the more difficult will be the teacher's task. To me this is understandable, for asking any pupil to change his life style could easily be interpreted to mean that he is worthless as he is.

So, I believe that you and I need to be reminded from time to time that we must draw that fine line between the behavior and the behaver and to communicate this distinction to the learner.

In this connection, available Federal applicable funds could well be used for materials that would boost the youngster's pride, for materials that would boost that youngster's self respect, and for still other materials that would boost that youngster's self worth. Now, all of these aids which can be used as occasional injections can be used as this; but the real job of directing the learning process--which is guidance on the part of the teacher--it can only by done by the teacher. And it must be done by a teacher who can establish a warm and genuine and personal relationship with their pupils.

The most effective teaching of pupils who do not have a genuine love for school learning is done by teachers who begin by earning the faith and respect of their pupils and who use this as a bridge for a kind of learning pattern that they wish pupils to master. These new habits of behavior then become invested with the importance and the feeling which the pupil attaches to the teacher, and the pupil learns to please the teacher. Now, hopefully in the process, the pupil discovers who he is and what he can become and he begins to learn because he wants to do so.

Motivation to achieve is the ultimate thing derived from the pupil's aspiration about what kind of person he wants to be and what vocation he wants to pursue; but, if the teacher fails, as frequently he will, his business is to keep on trying--to revise, to refine, and to rethink what he is saying, what he is doing, and, above all, who he, the teacher, is.

Now...writers of compensatory education...ask for a careful diagnosis of the language development, the perfectual development, the attentional development, and the motivational development of the learner. This diagnosis shifts the focus, and the teacher, instead of asking, Is this child ready? asks, For what is this child ready?

Current educational literature is replete with emphasis on the structure of knowledge--the underlying principles of a body of information in its structure and in its being a topic or skill in relation to other structures or skill that enable one to tie them together in a structure. For this reason, any topic or skill that is thoroughly understood can be reduced in size and in complexity until it is manageable by a pupil.

I believe that a really effective teacher is one who reduces the material to a pupil's level of readiness, presenting in a process a professional approach of a possible alternative. Now, I am decided here that it is a task that must be tailored to fit the child, not the other way around; and I believe that good teachers can do this. But there is fairly general agreement now that not all teachers can do what good teachers can do. B. S. Skinner helped us explode this myth.

But I believe that pupils must be taught something and they cannot learn material unless it is presented in a way that is manageable. Robert Gagney, in a publication which is being well received, refers to this as the birth of eight steps in its structure and he calls this presenting the signal. Now, I believe that teaching as guidance or instruction as guidance calls for eight points and just let me run very quickly through these.

I think that you and I will have to look at these eight points and you and I will have to diagnose what we are doing in relation to these if we really apply these to teaching as guidance. The first of these is presenting the stimulus; the second, directing attention and learner activity; the third, providing a model for terminal performance; the fourth, furnishing external props; the fifth, guiding the direction of thinking; the sixth, inducing transfer of knowledge; and the seventh, accepting learner attainment; and the eighth, providing feedback.

This is what it is all about if we really hope to provide for pupils the kind of guidance that we are all involved in.

Now the first six of these are important and the teacher directs the pupil toward the achievement of a learning pattern. And, if you really listen to these and really look at these, you will note that each one of these requires communication. It may be helpful sometime if you analyze the steps in instructions and determine not only the approaches but the equipment that by facililating communication may lead to effective learning....

I believe that teachers will still find that oral explanations of tasks to be attempted serve in most instances as well as explanations presented in any other way. Now for both guidance functions in teaching which Gagney calls directing attention and providing a model to guide thinking (and this is the one that I wish to delve on for just a little bit) oral communication remains the teacher's best bet. Printed materials and sound tape movies are very effective for they too offer guidance, but let me emphasize here that this (oral communication) is the heart of teaching....This is the difference between success and failure for the disadvantaged pupil.

Teachers can use instructional aids only to the extent that the teachers are clear as to what the aids are to assist them in doing. The facilitating activities in teaching are calling attention to what needs to be done, providing a model of the teacher's expectation, and providing the learner to guide his thinking; for, after all, unless the behavior is internalized, really nothing worthwhile has been accomplished.

Learning is something that occurs on the inside. It is a personal thing, and it must be individually internalized. Now the whole point I wish to make here is that in education the knowledge and skills acquired during school learning will be utilized in real life situations. Gagney calls this his sixth step in instruction--inducing the transfer. But I would like to remind you that your instructional behavior represents the essence of your teaching, and the guidance that you provide for students comes through in your teaching as guidance.

I believe that teachers must do anything. I think that they must remember the materials to be learned in a form that is manageable. I think that we must continue to point out the essential features of the task to the child in as many different ways as need be; and, when we speak of the disadvantaged and more of them entering our classrooms, then I think we will still have to point out still more essential features to the child in as many different ways as need be.

I think that we will have to individualize instruction more and we will have to try to guide his thinking as he tries to do it. Now, after the child has acquired the learning, I think the teacher must tell him in what ways it can be used.

I think we really may as well face it--that the key to effective education is that pupils acquire the tools of learning and these tools are embodied in language. The best in our educational endeavors is determined directly by many teahcers, mainly those in the language arts and the secondary teachers.... It is Leonard Carmichael who reminds us that the development of language in an indivdual is the growth of the human mind in that person. And this is really the hope of the disadvantaged person.

I think that your pupils constantly will need to know their progress even though the progress is small. We govern the instructional cycle by pointing out expectations and the reasons for attempting the task. The teacher needs to return again and again to the reason and let each child know when he is right and when he is wrong and also how far he has come along the way.

Obviously there are two distinct purposes being served her--appraising the discreet trial and assessing attainment in relation to ultimate expectation. Now both can be accomplished in many ways in addition to oral and written evaluation. Some electronic devices and programmed instructional material have their assessments and feedback provisions built in, but I would want to ask teachers to return at this point to the bridge of that personal relationship.

Many, so very many, of the trials of the disadvantaged child will be wrong and often--too, too often--the progress will be small. But these pupils will need teachers who will encourage them to keep trying and to keep hoping; for they have so far to go and they will only believe in themselves and in their future if they are led to believe that their teachers have faith in them. A teacher whom the child trusts and respects can block the impact of the error and cause small increments of progress to loom so very large.

My challenges to you then are try to be in truth a really competent teacher and consider it your moral obligation to continue to improve your teaching, and I hope that you and I will strive to understand even more clearly what ought to be done and some of the best ways that are known to do it. You and I need to do even more of this. We need to use each one of our influences within your education system to establish and to uphold high standards of quality and, above all, never give up in our pursuit of excllence in education.

If you look at the field of education in America today, you constantly see criticism of the school system, of the curriculum, of the teachers, of the administrators. Now the quality of the system, the lack of real learning and so forth and constantly being attacked....

Now in a similar vein there is powerful criticism of the middle class in our country. Now this, to me, is the penetrating, deep, critical evaluation of our society and of the middle class in particular and of the conformists who have lost their spontaneity and of conformists who have lost their inner convictions. This criticism, as you and I know, is so widespread; but you know there is one place where it barely arises and this is when the teaching of disadvantaged is discussed.

The disadvantaged children apparently are to be made into the middle class people by the school culture. They are to be made to adapt to the often prettified school; and somehow, when we talk about these youngsters, we have (a) much more idealized picture of the school and the middle class life that these youngsters are to be prepared for. Now suddenly these children are to be made to adjust, to conform to our wonderful way, forgetting how critical we have been. Now, I agree with many of the school critics--that a great deal has to be done and that a great deal must be done in changing the middle class and the school.

Seriously, I feel that these disadvantaged youngsters with their culture and with their society and with all of their many positive attributes can really contribute an enormous amount toward helping us change the middle class, like, the school system and the society.

I believe that what we are really looking for in each one of the youngsters in our charge is this: I think it is no more difficult now than what Thomas Wolfe expressed in the despair of the 1930's; and he expressed it this way--you've heard this but just let me refresh your mind--what we really want is for every man his chance; to every man, regardless of his birth, his shinning golden opportunity; to every man the right to live, to work, to be himself, and to become--that's it--to become whatever his manhood and his vision can combine to make him. Now this is the promise of America, and I think this is a challenge to each one of us as we work with boys and girls in our schools in helping them to become. That to me is teaching as guidance.

Let me take just about five minutes and then open up the questions of what we in supporting services want to do to help teachers to help youngsters to become.

The direction into which we are really moving might add a little more credece to what we (counselors) say we have been doing. Let me tell you about the reorganization in the State Department of Public Instruction so far as counselors are concerned and let's see if you think we are going in the right direction here.

What was formerly Guidance Services within the State Department of Public Instruction is now the Division of Pupil Personnel Services. Counselors have been expected to be the cure all for all ills, the panacea for all activities when, much of the time, I don't think any one individual has the skills and the knowledge to do these big tasks; and so, within the Division of Pupil Personnel Services, we incorporate these helping disciplines now as one team.

We still have counselors, and we have guidance consultants there. As of August 1, we are adding a consultant in school psychology. As of August 10, we are adding a consultant in school social work; and that's all the money we have. So we'll be able to come out into your school units, upon invitation, as a team of persons, right now having the consultant in guidance, the consultant in school psychology, and the consultant in school social work to work with you as a team to help facilitate the learning process.

Now by the end of the next biennium, hopefully we'll complete our organizational chart and we'll add a consultant in school health and a consultant in technique, and a consultant in student activity. And that's it--working more toward the team approach whereby together we can come as a team unit but first work among ourselves to see if we really believe in the team that we are promoting and hoping that, in the local units, the persons who are already there working in some of these disciplines throughout the State of North Carolina we might be able to encourage more of a unified effort of helping disciplines teaming together to help this youngster.

MICRO TEACHING

Charles A. Reavis
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Division of Education
UNC-C
Charlotte, N. C.

Micro-teaching is one method by which teachers can analyze the kinds of pupil-teacher interaction which characterize their teaching. In addition, it provides an opportunity for teachers to practice different techniques for encouraging or discouraging classroom interaction and to gain insight into the casual relationship between a series of teacher-pupil interactions.

I. Description

A. Participants limited--6 to 8

B. Time limited--10 to 20 minutes

C. Skills restricted--one or two

D. Model for imitation

E. Teach-Reteach sequence employed

II. Advantages

A. Low threat

B. High chance of success

C. Progress clearly made

D. Feedback immediate: individual diagnostic

1. Questioning

2. Visual cues

3. Informal examination of performance

III. Frequent Questions

A. Why these behaviors?

B. Can they be learned?

C. Do skills stick?

D. Is it peculiar to an individual's personality?

E. Does it make a difference?

INNOVATIONS IN PROGRAM PLANNING FOR DISADVANTAGED

Willie J. Walls
Program Consultant in Occupational Education
Department of Public Instruction
Raleigh, North Carolina

Sometime ago Dr. Bell asked me if I would appear on the program during the Institute, here at A. and T. State University, on the disadvantaged students. I readily accepted. It really gives me an opportunity to say to you that I am well acquainted with the disadvantaged student because I am a living example of a disadvantaged student who is now a disadvantaged man.

I know what it means to be without adequate food, adequate shelter, and adequate clothing. I also know what it means to go to school without any money with which to buy lunch--if there had been any lunch to buy. I also know what it is to be a drop-out student; for I, too,was a drop out.

During the past seven days of this Institute, we have witnessed many good and inspiring speeches, many good suggestions on how we, as educators, may play a most important role in working with these disadvantaged students so that they too may feel themselves a part of our educational system and a part of our society as a whole.

I suppose some of us have been working in some form or other with the disadvantaged student for many years, but possibly in an unorganized form. Inasmuch as great emphasis has been placed on training the disadvantaged students, we, the panelists, realize that some new ideas, new methods, and new techniques may be applied so that we may effectively reach these disadvantaged students.

We have had many innovative ideals and practices presented, as well as discoveries in science, technology, medicine, industry, and other areas; but perhaps we have not had sufficient innovations in teaching techniques and methods, especially those needed to really turn on and motivate many of our disadvantaged students.

I shall not attempt to enumerate the innovative ideas which should be included in our school programs for the disadvantaged students in that we have persons, appearing [illegible] our program this morning, who have had varied experiences in programming for the disadvantaged students.

At this time, however, I would like ti inject these few ideas I have which may or may not be classed as innovations. On the other hand, I feel that, if they are implemented, they will in some manner aid the disadvantaged students to get hold of themselves and aid them to become the types of individuals that not only others but they themselves would like to be.

I feel that a program for the disadvantaged should include ideas and philosophies that will assist the disadvantaged students as follows:

1. Improve themselves in all walks of life--physically, socially, mentally, educationally, and spiritually.
2. Develop a desire to achieve to the level of their own abilities.
3. Learn to choose the things in life which tend to help them to know the real values of life.
4. See that revelation of what is being taught them by their teachers.
5. Prepare them for the world of work so they,too, can acquire for themselves some of the things enjoyed by others who are not classified as disadvantaged.

I further recommend that a program be initiated--to a limited extent and possibly to a restricted area--whereby a given number of students would be selected, possibly on the grade level and followed on through high school and given assistance in all walks of life to see if there is really any difference between these students and those not included in the test group.

COOPERATIVE PROGRAMS FOR DISADVANTAGED AND HANDICAPPED

Sidney Woody
Greensboro Public Schools
Greensboro, North Carolina

Outline of Presentation

I. Introduction and requirements in a C. O. T. Program

- A. School policies
- B. Worker's permit
- C. Social Security card
- D. C. O. T. policies

II. Etiquette

- A. Personal grooming
- B. Table manners
- C. Proper use of the telephone
- D. Introduction to good conversation

III. How to apply for a job

- A. Mechanics of filling out an application form
- B. Preparation for personal interview
- C. Appearance and behavior

IV. A. Good work habits
- B. Obeying safety signs

V. Holding a job and success factors

- A. How to hold a job
- B. Good attendance and behavior
- C. Character traits
- D. Skills

VI. Mathematics

- A. Money (Exchange and receiving)
- B. General Math (simple multiplication, adding and substration)

VII. Taxes

- A. Local (property)
- B. State (sales and income)
- C. Federal (social security and income tax)

VIII. Parts of Government

- A. City
- B. County
- C. State
- D. Federal

IX. Economics

- A. Buying
- B. Selling
- C. Trading

X. Methods of Banking

- A. Savings account
- B. Checking account
- C. Loans with interest

XI. Safety and first aid

- A. Home
- B. School
- C. Work

XII. Human Relations

- A. Character improvements
- B. Personality

XIII. Citizenship

- A. Home
- B. School
- C. Work
- D. Standing in community
- E. Being a good U. S. Citizen
- F. Local Laws

XIV. Setting realistic vocational goals

- A. Studying personal likes and dislikes
- B. Rating qualifications of a good worker
- C. Mental health factors involved in vocational planning
- D. Choosing vocational goals

POLICIES OF THE C. O. T.

I. Objectives: Special Education Training

A. To teach each student in this program the importance of remaining in school while participating on a work schedule

B. An orientation period is given covering the requirements expected from them to succeed and to get along in the Business world.

C. To offer students under Special Education the opportunity to acquire an understanding of holding and working on a semi-skilled or non skilled job.

II. Entrance Requirements:

A. Must be classified as a Special Education Student.

B. Must be a Sophomore, Junior, or Senior and 16 years old by September 15th.

C. Credits: Must have at least eight (8) units.

D. Must be enrolled each year in one of the following classes:

1. Art
2. Driver training
3. Home economics
4. Industrial arts
5. Physical education
6. Music

E. Attendance record must be satisfactory.

F. Interview with coordinator.

G. Must have passing grade in subjects taught by the Special Educator.

H. A student who is a disciplinary problem will seldom be considered for Cooperative Occupational Training.

III. Probation and Dismissal:

A. A student under Cooperative Occupational Training that does not have a job by a given date will be placed on a full school day of classroom work.

B. Failure to cooperate in this program will be subject to dismissal by the coordinator.

C. Dishonesty is a grave offense and must be dealt with seriously. Cases of dishonesty will be reviewed in a meeting of parent or guardian, coordinator, the counselor and/or principal with the student present.

D. Each student is required to hold a job one semester (preferably one year).

E. During the school year, any student under this program who looses his job due to inefficiency, lack of interest, unsatisfactory attendance, or rejection of company rules will be subject to dismissal.

F. A student cannot change jobs or quit without the approval of the coordinator.

G. Students must work 15 hours a week.

H. Attendance:

1. Each student is required to have good attendance at school and at work.

2. At student that does not attend school in the morning will not be permitted to go to work in the afternoon unless cleared through the coordinator.

I. Health: A student whose health becomes impaired during the school year to the extent that he cannot perform efficiently on the job,

1. May continue in school but remain away from the job for not more than a six-week period.

2. Must still meet the minimum requirement of 540 work experience hours for the school year.

3. Will not receive credit for the semester if it is impossible to return to work after a six-weeks absence.

J. Conduct: Good conduct is expected from each student in the class and on the job.

IV. Placement: Job openings for Cooperative Occupational Training students may be found by the student or the Coordinator. However, students will consult with and secure the consent of the coordinator before seeking employment.

V. Credits:

A. One unit will be issued to each student for the orientation hour.

B. One unit will be issued to each student for on-the-job training (15 hr. week).

C. In order for the credits to count toward graduation, the students must complete a full semesters work.

TEACHERS SHOULD CONSIDER THE FOLLOWING TOPICS FOR DISCUSSIONS:

1. As a teacher, what can I do to help students select a vocation they would enjoy and could perform successfully?
2. As a teacher, what can I do to help students to be prepared for work?
3. What are the main reasons workers between the ages of 15-19 lose their jobs?
4. What roll does Public Education play in helping students to get ready for their future vocation?
5. What are some organizations that provide services to help your student find jobs in our society today?

TEACHING READING SKILLS IN SUBJECT MATTER AREAS

Mrs. Carolyn H. Troupe
Principal, Whittier School
Washington, D. C.

Outline of Presentation

Thesis: All teachers--at whatever level or in whatever field--must become, as situations demand, teachers of reading and of language so that the problems of secondary school students in attaining control of the encoding and decoding skills of standard English will be attached on a total front.

Speakers of non-standard English, in attempts to improve their reading skills, are faced with interference factors.

The inability to encode, i.e., to speak standard English, presents for the speakers of non-standard English (who are usually black students) a formidable hurdle in increasing their ability to decode, i. e., to read the standard English of the schools.

Because standard English is the major dialect and is therefore the language of commerce, of business, of vocational competency and of social interchange, it must, therefore, in the foreseeable future, remain the language of the school. It is condescending, evasive and cynical to propose otherwise.

I. Understanding the Nature of the Reading Process

   A. How Reading Skills are Learned

      1. Decoding Approaches
      2. The Language-Experience Approach
      3. An Eclectic Approach

   B. Reading Skills and the Cognitive Process

      1. Teaching Comprehension Skills

         a. Factual comprehension
         b. Inference and/or evaluative understanding

2. Study Skills Needed by Secondary School Students
    - a. Teaching locational and organizational skills
    - b. The SQ3R format for study

II. Meeting Reading Problems of Secondary School Students

A. The Problem of the Too- Difficult Textbook

1. Help students understand format of book; alert them to variations in type and of aids to understanding.

2. Use easier and/or multi-level supplementary books which deal with the same subject.

3. Build concepts through experiences, media, personal sharing.

4. Provide many opportunities for oral language growth through discussions, debates, reports, etc.

B. Some Guidelines to Improve Subject Matter Reading

1. See that your pupils have a reasonable chance of success in their assignments.

2. Make your assignments brief, concise, to-the-point.

3. Become aware of materials (paper-backs, a-v, single titles) which have a topical appeal.

4. Avoid standardized tests which put the retarded reader at a disadvantage.

5. See that reading is more than word recognition-students must understand meanings conveyed by words.

C. A Specific Procedure

1. Motivate the learning by always giving the students a purpose for reading.

2. Clarify the learning by discussing new concepts and meaning.

3. Increase the reading vocabulary by teaching three new words in your subject field each day.

4. Review these words periodically to evaluate students' retention.

5. Provide feelings of satisfaction for each student each day.

III. Specific Reading Skills in Subject Areas Needed by Secondary School Students

A. Fine Arts

1. Reading of words of songs
2. Reading biographies of musicians, painters, other artists
3. Understanding technical terms associated with graphic and performing arts

B. Homemaking and Industrial Arts

1. Following directions; reading charts, blueprints, patterns, etc.
2. Critical reading of advertising claims
3. Reading about care of tools, appliances, safety

C. Mathematics and Science

1. Reading non-verbal materials such as formals, equations, graphs
2. Understanding technical vocabulary
3. Reading about advances in the field; lives of scientists and mathematicians

D. Social Science Areas

1. Reading and understanding current affairs, issues, public matters
2. Understanding time concepts (history); space concepts (geography)
3. Learning how to read more than one source on a controversial issue
4. Reading non-verbal material such as charts, graphs, tables, maps, cartoons.

E. Literature

1. Understanding ideas, figures of speech, imagery, apt use of words
2. Dealing with regional and colloquial speech
3. Enjoying and personalizing emotional experiences (Annue Moody's "Coming of Age in Mississippi")
4. Understanding and participating in the satisfactions that reading gives: information through vicarious experience, stimilus to self-improvement, associational values; etc.

DEVELOPING READING SKILLS

Eliza Bingham
Reading Teacher
Greensboro City Schools

Outline of Presentation

I. Characteristic of various poor readers

  A. Slow learner

    1. Ability level below 90 I. Q.
    2. Generally reads on ability level
    3. Generally reads below grade level
    4. Instruction needs to be adapted to his limited ability
    5. Pace of instruction and teacher expectations must be realistic

  B. Reluctant reader

    1. Can read but will not
    2. Root of reading difficulty is mental attitude of the pupil
    3. Solution to reading problem begins with change of attitude

  C. Disadvantaged reader

    1. Potential often far exceeds performance
    2. Generally can learn and wants to learn
    3. Lacks adequate oral language because of inadequate experience
    4. Does not look upon reading as life related
    5. Often feels alienated from the larger social structure
    6. Often is deficient in auditory structure
    7. Needs to learn how to learn

  D. Retarded reader

    1. Is usually of average intelligence although a retarded reader could also be a slow learner

2. Does not read on ability level

3. May or may not be reading below grade level

4. May show blocks to learning, especially emotional or neurological which keep him from learning to read

II. Things to remember in reading improvement

A. Poor comprehension is often associated with incorrect eye movements and excessive vocalization.

B. If you are tempted to let your mind wander, you will have to learn to discipline yourself.

C. Intellectual curiosity influences concentration. The individual must want to concentrate.

D. It is helpful to read the first and last sentence of a paragraph more carefully than the rest. Also, the first and last chapter of the book need to be read more thoughtfully.

E. You can determine the approximate number of words in a novel by counting the average words per line, then count the lines per page and multiply these by the average words per line. Multiply the number of words per page by the number of pages in the book.

F. Many persons imagine that something is wrong with their power to concentrate or their power to remember. In most cases, such persons have not developed effective habits in reading.

G. Concentration is largely controlling the attention and directing it to the purpose of the moment.

H. Sustained attention or concentration is a habit that must be developed through practice. Try 30 minutes a day as a build-up.

I. Keep yourself interested so the mind will not wander.

J. Do not regress. If the thread is lost, read to the end of the paragraph or page because it is probably that what is lost may be picked up.

K. If a person reads fiction at 400 w. p. m., he usually reads study type materials at about 200 w. p. m.

III. Speed

A. 350 words per minute should be the minimum for an adult.

B. There are at least three speeds of reading;

1. Work-type reading - a slow careful perusement of information, retention, reproduction, or of a technical nature.

2. Recreatory - to get general information, extension of experiences, appreciation, enjoyments, escape and fantasy.

3. Skimming - for getting a few pertinent facts, newspaper headlines, comics.

C. Vary the speed according to the prupose of reading.

D. If you can read twice the speed you are now reading, you will save thousands of hours of valuable time.

E. Speed and comprehension go hand in hand.

F. An average person reads 50 to 100 percent more slowly than he is capable of reading.

G. Speed is the result of quick comprehension. You can read as rapidly as you can think.

H. Slow reading may be due to laze mental habits.

I. Rhythmical eye movement and wide perceptual span are important for accelerated reading.

J. Content must not be too difficult.

K. Avoid a single speed. A good reader is like a good driver. Slow up when going over rough places, but speed up when the road is smooth.

IV. Steps in diagnosis

A. The Overall Screening Process - Compare expected functioning level as determined by IQ and other test and personal data with actual functioning level as determined by the reading survey test or by other less formal procedures. This is the level of *survey diagnosis* and consists chiefly of classroom screening.

B. Diagnostic Testing - Describe the condition more specifically, checking on such specifics as knowledge of vocabulary, inability to associate sound with the beginning consonant, inability to phrase correctly, or reversal problems. Informal observations of the pupil's reading and diagnostic testing will help to identfy the difficulties. This is the level of s *specific diagnosis* and is identified with individual diagnosis.

C. Detailed Investigation of Causality - Make an analysis of the disability, looking for the correlates of disability. If the test results in Step II show a weakness in phonic skills, the pupil's auditory discrimination might be checked. This is the level of intensive diagnosis and is associated with identifying the underlying causes of the reading disability.

D. Remediation - Finally, draw up a program of remediation. Diagnosis is complete only when remediation occurs.

V. Diagnosis

A. Reading Levels:

The pupil's basic level must be found and reading instruction must begin there, regardless of his grade placement.

B. Basic Reading Level:

The level at which the pupil reads independently with approximately 99% pronumciation of words; 95% comprehension of meaning. This is the level of supplementary reading. The pupil should be able to read the book at home or school without aid. The material should cause no difficulty and have high interest value. There should be no head movements, no finger pointing, no vocalization, and good phrasing.

C. Instructional Level:

This is the level at which the pupil begins to experience sufficient difficulty so that learning elements can be pulled out for teaching purposes but still sufficiently easy so that the pupil can enjoy reading and will not be discouraged. There should be approximately 85% - 90% correct pronuncation; 85% - 90% comprehension; 70% - 75% interpretation. This is the teaching level, and although the material should be challenging, it should not be too difficult. This is the level at which we use the steps recommended for the teaching of a reading lesson.

D. Frustration Level:

This is the level at which the content is so difficult that the pupil is frustrated in pronouncing words or getting meanings with any degree of satisfaction: less thatn 70% - 75% of the words are pronounced correctly; he scores below 70% - 75% on comprehension; and below 60% on intrepretation. This is the level to be avoided. It will frequently be Characterized by heard movements, finger pointing, tension, withdrawal and short concentration span, vocalization is silent reading, substitutions, repetitions, insertions, ommissions, etc.

E. Expectancy Level:

This is the level at which the pupil should be expected to read well in terms of his mental capacity. This is the equivalent to what some authors speak of as the CAPACITY LEVEL, the hear-level i. e., the highest level of readability at which a child is able to understand when listening to someone read or talk. The pupil must be able to understand the selection and be able to express himself in language similar to the selection. He should also be capable of supplying additional information due to the background of experience.

To determine level, choose excerpts from basic texts on different grade levels. Ask questions.

VI. Skimming

Skimming: skimming is a useful skill and should not mean superficial reading. It is a very important skill because the main idea is to save time. We need to know when to skim and how to use the skill effectively. Also, improvement in the ability to skim requires practice. Skimming is much like the kingfisher. First, be certain of what you are looking for. Move lightly and swiftly, dipping in so quickly that the surface is hardly touched.

A. There are several types of skimming:

1. Skimming the headlines.
2. Skimming to find a quotation.
3. Skimming to find a word in a book or dictionary.
4. Skimming to spot a fact in reference book, test or newspaper.
5. Skimming to answer a question.
6. Skimming to lacate information.

A good way to skim is to glance at the first and last sentence of each paragraph. In skimming through a book, make a superficial acquaintance with it. Look at the table of contents, the perface and the first and last chapter of the book.

B. The purpose of skimming is:

1. To save time and get the essence of the article.
2. To review.
3. To find a specific fact.
4. To prepare a study or a report.
5. To extract main points.

C. Reminders:

1. Have an imaginary line drawn down the center of the column

or page you are reading.

2. Let your glance drift downward. Allow no more than one stop per line.

3. Let your peripheral vision cover the full line of print. Wait for the desired image to hit your consciousness.

4. Down the middle!

VII. Comprehension

A. Never sacrifice comprehension for speed.

B. Form the habit of thinking meanings, not saying words.

C. Have a purpose for reading.

D. Avoid passiveness.

E. Learn to interpret facts you read.

F. Measure your thinking against the authors.

G. Read in thought units, rather than in isolated words.

H. Comprehension is better after the first half hour of reading.

I. To become a well-rounded reader, explore unknown fields and read many different kinds of books and magazines.

J. Reading is not a simple, single activity; it is not just a mechanical process of responding to visual stimuli, but it is a mental process.

K. A good reader comprehends instantaneously and accurately.

L. A good reader on comprehending the facts reflects upon their significance, studies them critically and relates them to each other and to his previous knowledge.

VIII. Growth in reading depends upon the following:

A. Adequate experience background

B. Adequate language background

C. Adequate maturation

D. Adequate intellectual development

E. Adequate physical development

F. Adequate motivation

G. Adequate instruction

H. Adequate work habits

I. Adequate Social emotional development

IX. Visual defects

A. Lack of visual acuity

B. Refractive errors

C. Binocular errors

X. Symptoms of eye distrubances

A. Headaches

B. Dizziness

C. Inability to see well

D. Blurred vision

E. Double vision

F. Fatigue

G. Inability to see blackboard or letters

XI. Mental Grade at Chronological Age of

I.Q.	8-0 3rd	9-0 4th	10-0 5th	11-0 6th	12-0 7th	13-0 8th
130	5.4	6.7	8.0	9.3	10.7	11.9
120	4.6	5.9	7.0	8.2	9.4	10.6
110	3.9	4.9	6.9	7.1	8.3	9.3
100	3.0	4.0	5.0	6.0	7.0	8.0
90	2.2	3.1	4.0	4.9	5.9	6.7
85	1.9	2.7	3.5	4.4	5.3	6.0
80	1.5	2.2	3.0	3.9	4.6	5.5
75	KDG	1.7	2.5	3.3	4.0	4.8
70	KDG	1.3	2.0	2.9	3.5	4.1

XII. Formula for finding reading expectancy

A. I.Q. times number of years in school, plus one year equal reading expectancy

From-Bond and Tinker

B. Mental age minus 5 years equal reading expectany.

THE DISADVANTAGED YOUTH

George Leake
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A Summary

Ironically, the majority of youth in America are disadvantaged. Along side of Russia, we come in second.

In Charlotte, with bussing, it was felt that blacks would lower the I. Q. of the whites. A survey in Charlotte shows that the average white student in two grade levels above the average black student. What nobody took time to recognize was that North Carolina ranks about 38 in education. Instead of talking about Charlotte, we should have been talking about raising the level of all students in North Carolina.

One of our basic problems in that we are not educating our children. Another is that the under class members are causing problems because they can't make a decent living. Middle class Americans are forgotten Americans; and they ought to be forgotten; for they have sat back for a number of years, paid taxes, and let a handful of oligarchy run things.

We have pointed fingers at the morals of a small segment of people who have not been able to afford abortions, motels, and the pill.

When people read the fine print in the Constitution, they were shocked to learn that the Negro was three fifths of a man. When there was talk about rights, they (Negroes) were told that they had to earn them.

When they asked to be given a chance, Negroes were told to "stay in their place."

Now the basic needs of man, according to Maslow, are as follows:

1. Freedom from hunger and thirst
2. Safety (in his own home)
3. Love (to be loved and to have someone accept his love)
4. Self-esteem (reputation, character)
5. Self-actualize (to be what I can be)
   Give me a chance to do my own thing.

We get up tight about people stealing. If a man gets hungry enough, he will do anything. David ate food from the altar. Three men during World War II cast lots and ate the loser. Throughout history, there is evidence that the strong have conquer and overcome the weak.

Now the head of every household is responsible is responsible for food for the family. This is bad because 30% of the black families in America are headed by women.

The disadvantaged youngsters have the same basic needs that everyone else has. They too want to love, to be loved, to have a chance to do their own things. The problem has been that many doors have been shut to them. The American educational system has not been training people to be what they want to be. To have gross national products, we must have trained people.

We are going to have to train people in the high school for the labor market. If we used our heads, we would train people to the eighth grade and send them to labor markets. We (O.I.C.) have to take them and retrain them after you have finished. We have got to retrain our people, black and white.

Most students are disadvantaged: 38 million are impoverished; 39 million, deprived; and 12½ million, destitute.

The job before us is to go back home and reach the problems, and we can reach it only when we change from the space race to the domestic race.

DEVELOPING RELEVANT PROGRAMS FOR THE DISADVANTAGED

V. B. Hairr
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Outline

I. Characteristics of Revelancy

  A. Designed to meet needs of students

  B. In accord with students' interests

  C. Provides motivation

  D. Has built-in involvement

  E. Is creative

  F. Provides necessary supporting services

    1. Psychological

    2. Physical

  G. Based on realistic objectives--something student will be able to realize

  H. Is student oriented--not teacher or program oriented

  I. Is flexible to allow for individual differences

II. Determining needs of the disadvantaged

  A. Educational

  B. Physical

  C. Motivational

  D. Social

  E. Psychological

III. Formulating program objectives--realistic ones that reach beyong the school

  A. Quantitative

  B. Qualitative

IV. Persons to be involved

    A. Parents

    B. Teachers

    C. Others--agencies

V. Evaluating the program according to program objectives

    A. School records

    B. Student information

    C. Home: parents and/or guardians

    D. Community

    E. Public and social agencies

    F. Others

VI. Responsibility for developing program for disadvantaged

    A. Legal

    B. Moral

ATTITUDES IN TEACHING

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Topics assigned for discussions in workshops of this nature are usually broad and very general, but for the next few minutes I would like to talk about the importance of attitudes in the total learning process. First, let me attempt to clarify my use of the term individualized instruction. In individualized instruction, we are concerned with the differing abilities, aptitudes, backgrounds, experiences; in other words, we are teaching the individual. We are concerned with his cognitive, affective and psychomotor development.

I don't like the term disadvantaged because this to me is labeling. If we plan to teach subject matter rather than people, then the label is fine; but if we plan to teach people or human beings, we cannot label. Bloom stresses that there is no such thing as homogenous group. As educators, we are still relying on the IQ, SAT and other such tests; but just stop and analyze your own feelings and attitudes from day to day and you will realize that even an individual differs from day to day, let alone a group.

The teacher's attitude toward students with differing abilities and experiences has been proven to be a strong determinant in the learning process of students. Most of you are by now familiar with the Rosenthal study which was done in the early sixties...This study makes it perfectly clear that one of the most powerful influences on what people learn and achieve in school is what their teachers think they are going to learn and achieve. If a teacher or administrator thinks the children cannot make it, then he probably will not. If the teacher and the administrator think he has a chance to make it, he does have a pretty good chance.

It is a very simple ideal that I am suggesting here--that every training program for young people or old people who are preparing to teach or who are already teaching should provide a concerted attack on the attitudes and feelings of educational personnel so that we can begin to turn around these attitudes and feelings and make them more positive toward children who are different. I would suggest that unless we do this, almost all our efforts to improve the education of the disadvantaged will be down the drain. All the money that we are spending on Title One and Title everything else will not amount to very much unless we begin to turn around this attitude of our schools and ourselves.

There is another important part of this attitude that is a problem. American schools figure that it is the child's responsibility to learn; and if he does not learn, it is his fault. When it comes to disadvantaged children, most of us tend to blame his inability to learn on the fact that he is black or that his parents do not subscribe to Life magazine or that he does not have a father at home or that there is something in the community that is dragging him down or on the fact that he is poor, or undernourished, or something else. We find excuses in the child and outside of the school. I am suggesting that we will never solve the problems of our underachieving youngsters in our educational system until schools and teachers are willing to be accountable for the success of their clients, willing to say that it is our job to make youngsters succeed in our schools; and if the youngster fails, we fail.

The nature of occupational education--its methods, content, and goals--makes it particularly adept in contributing to the enhancement of learning for each student. There can be unlimited scope for the gifted and creative, and a secure friendly atmosphere in which all pupils can develop in spite of handicaps or cultural disadvantages.

Teachers, by virtue of their status and education, may often lack experience in communicating with pupils who are outside the range of the average. To presume that the child who doesn't learn can't learn, that the child who isn't motivated is stubborn, that the quiet, docile child is well adjusted while the one who "acts up" is not--these and many other assumptions must be reexamined if the climate is to be created which will permit potential to be nourished.

To be able to recognize, identify, or sense the potential of each learner and know how to reach each one is ideal. The teacher who consciously strives toward this goal can take pride in whatever progress is made, knowing that success perpetuates itself both in learning and in teaching.

The slow learner, the gifted, the educable, the disadvantaged are all attempts to describe and classify a complex range of individual differences within the school and society. Words and terms lack precision; today's disadvantaged, slow learner sometimes becomes tomorrow's gifted or high average when properly nurtured within his own reference frame. Real comprehension of individuals comes through continuing study and through experience in the classroom and out. Categories and descriptions can, at best, be only guides or generalities. The key to individual differences is in recognizing individuals, not classes or groups.

This brief background should cause you to think about individual differences; and, to succeed as a teacher, we must individualize our instruction. Dr. Joan Meyer at Pennsylvania State University has done an extensive research project on characteristics of successful and unsuccessful teachers of school drop outs, who, for the most part, come from the disadvantaged segment of our society. This study concluded that attributes of the successful teacher include:

1. An ability on the part of the teacher to relate to students;
2. His ability to teach them and;
3. His attitude toward them.

It was noted that the ability to relate to the students included a student-oriented approach to teaching, insight, personal flexibility, a tendency to initiate self-evaluation, and the willingness to assume the role of a "listener" or a counselor. Teaching success depended on flexibility and creativity in approaching a teaching situation and a willingness to extend effort and energy beyond the minimum required--that is, a high level of professionalism. Attitude requires a projection of a positive, accepting, and caring personality in a personal,social and academic sense.

Regardless of efforts to mask them, negative attitudes on the part of the teacher toward his students are inevitably projected in subtle, but nonetheless lethal, forms particularly because students as sensitive to rejection as these, sense any undercurrent of disapproval or of condescension. Naturally they will react as they have always reacted to rejection and disfavor, with hostility and withdrawal. Consequently, the teacher's attitude is one of the most crucial variables which contribute to the success or failure of any program attempting to cope with people who have failed socially, personally, or academically in society. One of the inherent qualities of the successful teacher is a positive, frequently overwhelming, attitude of acceptance toward all students.

Not only is the attitude of the teacher toward his student important but also the attitude toward the concept of teaching. I agree wholeheartedly with Woodruff's philosophy that the learning process requires a strong or sound understanding of the concept of "teaching." All of the many things involved in teaching are just parts of these major elements;

1. Something to be learned,
2. The action by which the student learns it, and
3. The degree of the student's receptivity for the learning experience.

When a teacher becomes familiar with these three things, he can thereafter put all other details of thought and action about teaching into a clear and orderly concept and understanding of the teaching process.

In summary, I have tried to point up the importance of the teacher's attitude--attitude toward individual differences, the learning process, the concept of teaching and the place of occupational education in thetotal development of the individual.....

Tomorrow being your last day in the workshop, I am reminded of a news story I read a few years ago. It seems that for a number of years there had been much discussion about the need for underground transportation arteries in a large urban center. Finally the red tape had been cleared and the mayor was asked to speak at the ground breaking. After a lengthy introduction about the mayor's contribution to the project he rose and made this speech,"Stop talking, and start digging."

MICRO-TEACHING

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Micro-teaching is one method by which teachers can analyze the kinds of pupil-teacher interaction which characterize their teaching. In addition, it provides an opportunity for teachers to practice different techniques for encouraging or discouraging classroom interaction and to gain insight into the casual relationship between a series of teacher-pupil interactions.

I. Description

   A. Participants limited - 6 to 8

   B. Time limited --10 to 20 minutes

   C. Skills restricted - one or two

   D. Model for imitation

   E. Teach- reteach sequence remployed

II. Advantages

   A. Low threat

   B. High chance of success

   C. Progress clearly made

   D. Feedback immediate: individual diagnostic

      1. Questioning
      2. Visual clues
      3. Informal examination of performance

III. Frequent Questions

   A. Why these behavior?

   B. Can they be learned?

   C. Do skills stick?

   D. Is it peculiar to an individual's personality?
   E. Does it make a difference?

THE DISADVANTAGED STUDENT AND ATTITUDINAL DEVELOPMENT

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You can't teach children until they want to learn. I am going to tell you a few stories to let you know how we can change the attitudes and get some results from some of these children.

During the real depression, I was educational adviser in the CCC--Civilian Conservation Corps. We had in the CCC a collection of young men, most of them about 18 years old, who never went out the front door of the high school with a diploma. They went out the side door of and the back door. Many of them couldn't read and they couldn't write a letter home. Many of them had been in school three, four, and five years their records showed; but they no longer signed their names if they ever did. The were not just blacks--blacks are not the only disadvantaged. These boys were hungry. In the first two months in the CCC camps, some of them gained an average of eighteen pounds per person. They were hungry.

Now, what about the rest of their attitudes? I was educational adviser. They worked all day, and then I was supposed to set up an educational program for them in their off hours at night. Many of them were not strong enough to do really hard work. Some who could not read nor write or were functionally literate would say "I could learn to read and write, but I don't want to learn" or "I've been to school, I've tried, I just can't learn that stuff."

They both were on the defensive. They both meant the same thing, that this was something they could not master. They had developed such an emotional block that they really couldn't try. These boys were convinced and they couldn't even try.

They disliked school. They were hostile toward school. They had been out of school for several years. And why not? If they were noisy, they were told to shut up and be quiet. If they were quiet and didn't learn, they were ignored. They never succeeded. They were never the ones whose work was held up as an example. They never received any praise, probably not at home nor in school. They were convinced they couldn't learn before they even went to school, many of them. So they really couldn't try. They felt that they had not a chance at success.

To bring this down to present time, we will add a sense of freedom from fear; and they are belligerent; and together these same attitudes are persisting with that belligerence which Dr. Conant some years ago called "social dynamite". As teachers we had pretty well learn how to work with these children if this country is to continue to exist as we know it. So we must understand how to understand these children.

I was equipped to teach English and French, not reading and writing. What could I do? Accidentally, I discovered something. The boys were building a park. It was full of rattlesnakes; and, in the process of building, they killed the snakes and skinned them. I taught the boys how to tan the skins and how to make belts and billfolds. I worked with them to be sure they did a good job. When the milkman, the meatman, the bread man, and others came to camp, the boys showed them their products. The boys took pride in them. They had done something they could be proud of for the first time in their lives.

This unlocked something in them. I am sure I didn't do much teaching; but, in a month, they (some of them illiterate) were reading. They were writing letters home, some of them for the first time in their lives. With all of their hostility, the total time that I worked with them (and some of them were rough, especially after a night on the town), I never had one of them to be impudent to me. I really learned from them.

It's an attitude that we need to develop toward them. We need to really believe that we can help them and be interested in them.

The disadvantaged child, in a nutshell, is any child who is not challenged by the program which we offer in the schools. They might say "it doesn't turn me on" or it's not my thing." It means the same thing. If what we offer doesn't interest them, we had better make changes; and we can.

In some high schools where children can read and write, I feel like telling the teacher to shut up and let the children explore and learn. They must participate. If we really think about the term "managing a learning situation," we will do far more than expose the children to whatever is in the course of study. We have got to be with the children.

Another thing that appeals to many of the children is the cooperative program in which children can get, not experience, but work. There are many kinds of work experiences in cooperative education, operated by trained personnel. It is a planned, objective and instructional program. It gets excellent results in terms of challenging children to hold a job and become self supporting.

This is, according to the National Advisory Council, the most effective vocational education program we have; but it is not a cure all or panacea. Agriculture pioneered in the work-experience program. It was not a cooperative program, but it served the same purpose. They learned by doing.

Work-study is really a welfare program. In this program, the work has nothing to do with the student's instructional program nor career objective. It provided him funds to help him to stay in school.

On the lower grades and the middle schools, we have an exploratory type of program and observation.

A cooperative program is a combination of work for pay with a definite objective, with an instructional program so that the student learns some theory in school while learning the how on the job. On-the-job training really discourages dropping out and challenges students.

With unsupervised work, earning is primary, not the the learning. We can use this as one means (of changing attitudes). If you do use this and if the student is disadvantaged or limited, have a frank talk with the employer. Get some help from one of the coordinators in an organized program. Get him to go with you and explain why you would like him to help train this person. You ought to have an advisory committee with your principal or superintendent to go and work with a group of employers.

Now you can get their (employers') attention. You might have to hit them over the head with a two-by-four plank, especially in a small community where the child comes from a third-generation of welfare recipients. Ask the employer if he would rather continue to support this child and his children on welfare of if he would rather help to train him so that he can work and be self-supporting and help pay taxes. What can he say? You can get his attention.

If the economically disadvantaged child is worth a job, that is the thing to do for him. If the children are culturally disadvantaged, they need some experience and they need some exposure to things which will raise their sights.

Your work is changing. My work too is changing. (The Department of Public Instruction has been reorganized.) Life is changing. If we approach these changes with a positive attitude and believe that we can get positive results, we can.

MOTIVATING THE DISADVANTAGED THROUGH TEACHER ATTITUDES PROGRAM ORGANIZATION AND DIFFERENT ACTIVITIES

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I. Teacher Attitudes and Program Organization

"The teacher's attitude is one of the most crucial variables which contribute to the success or failure of any program attempting to cope with people who have failed socially, personally and academically in society. One of the inherent qualities of the successful teacher is a positive, frequently overwhelming, attitude of acceptance toward the disadvantaged."

Acceptance of the Pupils as They Are. Some people, and unfortunately, some teachers, find it impossible to really accept, as worthwhile human beings, children who are black or poor, children who have standards of morality and behavior that are not middle class, children who fight and steal, children who lie and curse, children who are dirty and smell bad, children who destroy property, and children who don't seem to care about school or teachers.

The attitude of some teachers is that "these children" somehow are not worthy of educational opportunity. They view them as being sub-human. When distraught, they may refer to them as "animals." Generally, the children embarrass, frustrate, bewilder, anger, defy, frighten, shock and incense teachers who do not first accept them. Teachers, in turn, express their rejection by being cold, critical, indifferent, angry, sarcastic, and apathetic. These feelings of teachers cannot be completely hidden from the students--the teacher cannot control his expression by words, acts or gestures.

The teacher's attitude, therefore, will determine not only how he approaches and responds to the students and how the students responds to him, but it will also determine in practice the nature of the program organization. If students are to be motivated through program organization, the following features should be included:

II. Program Organization

A. Curriculum: The curriculum should be student and success oriented.

B. Methods of measuring student growth and development

The program should not be a scramble for grades or the achievement of education standards. Positive statements of evaluating student growth are far more desirable than grades. Tests should be of the type that all students can answer a majority of the questions and should, therefore, indicate to the students that they are successful.

III. Instruction

A. Role of teacher

B. The teaching process

C. Individual instruction

D. Sharing feelings as well as experiences

E. Raising students' expectations

Enough evidence is now in our literature to force us to agree that a teacher's faith in the ability of the learner to master the work is essential to the learner's (and teacher's) success. Professor Robert Rosenthal of Harvard University has conducted extensive research into what he calls the "self-fulfilling prophecy." His experiments show that, when teachers hold high expectations of pupils, the students' IQ scores go up; but, when, they have low expectations for for equally capable pupils, their IQ scores drop sharply. The same experiments have been done with animals.

IV. Flexible grouping and scheduling

In program organization, there must be flexible grouping and scheduling. The teacher must work closely with each student so that he can guide him into the most helpful group situations and assist him in planning the development of his ideas and projects. In addition, the teacher will keep careful records so that he can better follow the development of each student, spot areas of difficulty, and act effectively to help his students overcome their problems. The teacher must be prepared to listen to his students and to spend much time in discussions with both individuals and groups.

Because of the need for interaction with peers, as well as with teachers, grouping is vitally important. On the other hand, when groups become too large, communication with each other and relationships are stunted. Certainly, when students and teachers are from different social backgrounds, when students so desperately feel the need to have their individual identities recognized, when students feel negative towards learning, school and teachers, it is extremely important that the number of students assigned to teachers be kept small so that sensitive and effective communication can take place. The argument that hiring extra teachers for the disadvantaged is costly ignores consideration of what the costs my be if such teachers are not hired. Such bankrupt verbalizations and the do-nothing behavior that accompanies them are evidence of a total unawareness of the interrelationships between social phenomena and are professionally irresponsible.

Class size, of course, is not the only serious organizational problem encountered when developing programs for the disadvantaged. Inflexible grouping and rigid time schedules also represent artificial barriers to the development of relationships and may seriously interfere with communication. Rare is the secondary teacher who has not had a vital class discussion but short by the ringing of a bell announcing the end of the period. The decision to ring the bell at that moment was made perhaps years before and with no possible knowledge of the conditions that would exist in that particular classroom on that particular day. This "logical" system of ordering time is a fine example of the middle-class-oriented's need to organize life into a neat and orderly outline not drawn from the rhythm and flow of life itself, but impose upon it.

The culturally-deprived student--with his rejection of formality, his needs for peer interaction and acceptance,perhaps his limited or underdeveloped interest patterns, his lack of self-confidence, and his lost curiosity--is in particular need of opportunities to group and regroup as the situation requires. He may react quite negatively toward some teachers or some groups of his peers, and he may need to get away from them. He may need to spend most of his time with one particular person with whom he can identify and to whom he can relate. He may need to spend time alone or with a friend or two working with a particular piece of equipment, discussing an urgent or fascinating problem. Flexibility in grouping and in the use of time can permit opportunities for the culturally-disadvantaged student to explore, to regain his lost curiosity, and to overcome his apathy.

For many reasons, teachers also need flexibility of time and grouping. Probably the most significant reason is the need to be able to assign students to instructional experiences on the basis of actual student need for the experience and at the time that students are ready for such experiences. With a flexible organization of time, teachers can arrange to spend time with individual students. One of the most significant functions of the teacher may be to listen. Once the teacher has won the confidence of the culturally disadvantaged student, he must be prepared to listen. Lack of a sympathetic and understanding listener is one of the most unfortunate deprivations of the disadvantaged student. He needs to talk, to verablize his feelings. It is through talk that language and ideas are developed and tested; it is from the reactions of those who hear us that we learn of our worth.

Flexibility of time and grouping also permit teachers freedom of movement. When the teacher is not always tied to a particular spot, he is free to work with other teachers. Instructional planning and activities can be shared; the problems of individual students can be discussed; and ideas can be exchanged. Teachers who work in this way become more involved with their students. Sharing goals and working together towards them can make teaching much more exciting.

V. Types of activities which will enhance student learning.

   A. Those that contribute to an understanding of self--self confidence and self-respect.

   B. Those that help to develop desirable attitudes for group interaction-making student feel a part of his peer group.

   C. Those that contribute to personal development

   D. Those that are practical

      1. Demonstrations
      2. Field trips
         a. Businesses
         b. Industries
         c. Public officials
         d. Departments of government
         e. Farms
      3. Parent days to visit classroom to review projects

   E. Those that help students to learn while they learn (supervised occupational experiences)

OCCUPATIONAL MIX PROGRAM

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This is a summary of a larger report describing an evaluation of the experimental vocational education program at Independence High School conducted during the 1967-68 school year.

The two innovations evaluated were the following:

1. Commonalities - a unit of instruction for all vocational students utilizing team teaching and large group instruction.

2. Occupational Mix - individualized instruction whereby a vocational student could secure units of instruction in other vocational fields while still enrolled in his major vocational course.

Summary

This study has dealt with the evaluation of an experimental vocational education program conducted during the 1967-68 school year at Independence High School, Charlotte, North Carolina.

The two innovational aspects of the program consisted of (1) the development of units of instruction needed by all vocational students and taught by a team-teaching techniques to large groups of students and (2) the provision of opportunities for students to receive short units of instruction in vocational areas other than their own field of specialization. These two innovations were called commonalities and occupational mix, respectively.

Instruments and techniques used in the evaluation process included student achievement tests, semantic differential tests, teacher opinionnaires, student interviews, observations, and an evaluation by a committee of lay persons.

Conclusions

1. Student achievement in regular vocational courses was not adversely affected by participation in the commonalities and occupational mix programs.
2. Students attending the commonalities program scored significantly higher in the subject matter which was considered as essential to all vocational students than students who did not attend.
3. The meaning which student assigned to selected occupational concepts was not significantly affected by attending rhe experimental vocational program.
4. Teacher attitudes were favorable toward curriculum issues in general and toward the school's curriculum in particular.
5. Teachers indicated that the occupational mix instruction which allowed students to cross curricular boundaries enhanced the students occupational competency.
6. The major problems identified by teachers centered on implementing the program - not on the effects of the program itself. Therefore, it is concluded that occupational mix as a concept is acceptable to teachers but the implementation of the program needs to be improved by: (1) establishing common planning periods for teachers cooperating in the occupational mix, (2) providing a more efficient method of scheduling occupational mix and (3) providing additional teachers to help teach occupational mix units.
7. Teachers strongly endorsed the overall merit of the occupational mix program.
8. Teacher attitudes toward commonalities were favorable in terms of it effect upon students.

9. Teachers indicated that scheduling and planning were the two most serious problems associated with commonalities.
10. Teachers viewed the content in commonalities as important but some had some reservations about offering it in a separate course.
11. The lay evaluation team rated the school's vocational program quite favorably.
12. Student interviews were favorable toward the commonalities and occupational mix programs.

TITLE I: EDUCATING THE DISADVANTAGED

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This nation has the highest per capita income in the world, yet far too many of our children are missing out on their democratic birthright of education because they are poor.

During this decade there have been numerous Federal programs designed to alleviate this situation, OEO, Model Cities, and Title I, ESEA, to name a few. And through these programs we have seen some limited success. But there is still a long way to go. We still have far too many children who are still so far behind that only massive effort will bring them up to minimal educational standards.

Title I, ESEA, was passed by Congress in 1965 to provide Federal financial assistance to local school districts to meet the special educational needs of educational deprived children. At present Title I is the largest single program run by the U. S. Office of Education. Over 1,600 school districts, across the country, received some 1.5 billion dollars annually for the conduct and administration of Title I.

The term "educationally deprived children" has been defined in the Title I regulations as: ...those children who have need for special educational assistance in order that their level of educational attainment may be raised to that appropriate for children of their age. The term includes children who are handicapped or whose needs for such special educational assistance result from poverty, neglect, dislinquency, or cultural or linguistic isolation from the community at large. These are the children that Title I is intended to help.

John H. Fischer, of Columbia University, described the situation thus: "In the whole American credo, no tenet is more firmly fixed than our devotion to equal opportunity. We cite it constantly as the fundamental principle in the whole structure of public education. We assert with great pride that in these schools every American child finds his birthright of opportunity and gets the start that will enable him to make his way as a free man in a free land. The race, we say, is to the swift, but it is open to all, and everyone who appears at the starting line is allowed to run. This system, we have long told ourselves, assures equality of opportunity. And so it does--for most. But always there are those who, for no fault of their own, cannot make it to the line before the gun is fired. Among them are good runners, but they never really get into the running that counts. Others get to the track determined to run and eager to win, but, having been barefoot all their lives, they must first learn to wear the spikes that the rules require. Before they can learn, their race is over. To be sure, we treat all the entrants with meticulous equality. What we overlook is that 'equal treatment of unequals produces neither equality nor justice.'"

Title I is intended to provide unequal treatment, that is something extra for unequal children, those who have been educationally deprived.

Of paramount importance to any type of educational assistance geared toward disadvantaged children is examining and securing answers to key questions relevant to educating disadvantaged children.

For example:

1. How can we reach the substantial number of students in rural

and urban slums who, year after year, have remained almost untouched by the traditional curriculum or traditional teaching techniques or both?

2. How can we find out whether we are teaching the right or wrong things for any given group of youngsters?
3. Can those who seem to be learning rather well now learn still more?
4. How do we teach teachers to get through to the unmotivated youngster as effectively as to the highly motivated?
5. How do we go about achieving real understanding of intelligence? Can intelligence be "learned"?
6. At what age should education begin? What role should parents be given in education?
7. Will all children need individualized attention in order to learn all they are capable of learning?
8. How can we improve the knowledge and skill of the many teachers of poor students in mid-career without seriously interrupting their teaching?
9. How can we get the most from the individual student's capacity to teach himself?

If Title I is to teach those children who are far behind the starting line and have a meaningful impact on their future then these questions must be answered and then effectively related to change in the finding and quality of programs. What does this mean for educators relative to their duties and needs? First and foremost, schools must be open to educational change. Such openness requires continual evalution, continual reassessment, continual energy on the part of educators.

Recognizing that such an approach is needed at all levels--local, State, and Federal, the Federal Government is taking a good hard look at its Title I program.

Criticism has been directed at specific programs and at the Federal administration. Such criticism, when well documented, deserves response, especially such criticism as : Washington Research Council's report Title I ESEA: Is It Helping Poor Children; Harvard Center for Law and Education (article in recent Harvard Educational Review); also American Friends Service Committee, Lawyers' Constitutional Defense Committee; National Welfare Rights. These organizations have charged that funds are misallocated, that Title I money has been used to supplant State and local money, that excessive amounts have been used for construction and materials, and that money has been used to maintain segregated school systems. Such charges have spurred a new approach to Title I from the Federal level.

We begin with the basic premise that, regardless of successes so far-and there are man, Title I can and must be greatly improved.

We begin also with another basic premise: Title I is designed for those children who have trouble getting to the starting line. It is aimed at bringing those farthest away closer to the running that really counts. It is not aimed at improving the running of those already at the starting line. For that reason, a major priority in the next year or so is comparability: to see that Title I money offers extra funds to poor children.

The Commissioner's recent action in clarifying OE's position relative to this issue, along with new Congressional legislation to support it, marks a major new direction for Title I. It indicates closer attention to funding allocations both at Federal and State levels. It also calls for increased accountability at the local level:

- Careful methods of deciding how funds are distributed on a school by school basis,
- Concrete figures on per pupil expenditures, and
- Closer monitoring of programs at all levels, by both educators and citizens.

It has already been tested, using method devised in conjunction with local school districts.

Other areas of concern for the Title I program include:

- Revision of regulations and Criteria for approving projects,
- Closer auditing at all levels;
- Better evaluation of programs and better systems for informing the public of evaluation findings;
- Better coordination between Title I and other OE Programs;
- Better coorination between Title I and other Government Project, as well as other non-government sources of funds for poor children
- Better coordination for children for Private and Parochial Schools.

In addition to these concerns, new amendments, passed in April, 1970 call for far -reaching improvement of Title I. The three most important pieces of legislation, besides that on comparability, are the following:

1. A strengthened requirement for informing the public about local Title I programs. (The new legislation calls for assurance "that the local educational agency is making the application and all pertinent documents related thereto available to parents and other members of the general public and that all evaluations and reports required..shall be public information.")

2. A provision for bonus pay to teachers and other personnel who are directly involved in Title I projects.
3. A requirement that parents be involved in the planning, development, and operation of Title I projects.

Regulations are now being written for the implementation of these amendments, and a progress report is being mailed to State Superintendent of Public Instruction this month.

General expectations for improvement are to come from internal improvement at the Federal level and from new legislation:

1. Tighter organization of Title I federal and state staff functioning.
2. Increased involvement of local communities including the parents and neighbors of the poor children. (There is reason to hope such involvement will spur achievement on the part of target children. Studies in such places as Rochester and Buffalo, N. Y., and Riverside, California, reveal increased achievement where parents and neighbors are involved.)
3. In addition to comparability,---better allocation of funds to reach the poor, and reach them in large enough concentration and with solid enough programs to make a difference --with Federal Government acting somewhat as advocate of the poor child, and State and local acting somewhat as contractor to carry out the responsibility.

Such concerns ultimately will improve all Title I programs, whatever their nature. Many states, including the State of North Carolina, are encouraging and in some instances requiring that Title I programs be concentrated at the lower elementary and preschool level. The emphasis here is early detection and prevention as opposed to remediation.

There are, however, good Title I secondary programs being conducted around the country. Some of the ones that we at OE are aware of include:

1. San Angelo, Texas- Vocational English was begun 1967-68--staff of 1 teacher, 1 teacher aide; 85 eleventh graders.
   Job- oriented lesson series for students not interested in academic study of literature. Students spend 1/2 day on vocational subjects, 1/2 day on academics. Vocational ones include auto mechanics, building trades, agriculture, salesmanship, data processing, office practice, English grammar, sentence structure, vocabulary, and spelling which are worked into the study of these subjects. Each student follows an independent course of student, with individually programmed courses.
   Grades have improved:
   before: 15 pupils passed; 58 failed.
   after: 51 pupils passed; 23 failed.
2. Canby, Minnesota- Mathematics was begun August 1967; 32 ninth graders. Uses calculator laboratory to provide individualized instruction. Lab offers freedom and informality. No standard text. Problems taken from everyday life, business, local industry.
3. Provo, Utah- Delinquency Prevention and Rehabilitation was begun 1967-68. Staff - 2 counsellors; boys and girls ages 12-18. Meet 3 times a week for "Guided Group Interaction". Method encourages discussions which are tough, honest, direct; also emphasizes self-understanding and acceptance of individual

responsibility for behavior. On Saturdays, work at paid jobs with city government.

CONCLUSION

What Title I seeks is to bring children who are behind, to the starting line, where equality can really mean something.

Thousands of years before Western democracy began, the Biblical preacher observed in Ecclesiastes:

"The race is not to the swift,...
nor bread to the wise,
nor riches to the intelligent...;
But time and chance
happen to them all."

The genius of western democracy has been to try to reverse that fatalistic outlook. Americans armed with superior technology and democratic ideals, have sought to minimize the factor of chance in life and maximize the individual's control of events. Psychologists have stated that a major factor in a child's achievement is his sense of control over his own destiny.

It may be true that no nation has fought harder for true justice and equality for its citizens, and our schools have been the bulwark of that fight. Yet, we sometimes take our ideal for the reality. So we say "The race is to the swift;" yet many of our fastest children never get in the race. In recent years, we have seen some clear and distinct signs...some warnings...a sharp rise in instance of violence and drugs in our high schools and universities, confusion and violence over racial desegregation, boycotts and strikes by teachers, students and parents...and we must take heed.

If we don't open this game, this race, i.e. life to all, then all of us, even those who are thoroughly enjoying the competition now, stand to be losers.

This new race, where everyone starts in full equipment, toes to the same line at the same time, and starts by the same gun, is what Title I hopes it's all about.

GOALS AND PURPOSES OF OCCUPATIONAL EDUCATION IN NORTH CAROLINA

Charles Law, Jr., Director
Occupational Education

A SUMMARY

The purpose of schools is to teach people how to make a living and how to live.

In 1963, agriculture was opened up to agriculturally related occupations. Home economics built upon skills in homemaking, sewing, and others. Trade industrial education offered programs at a lower level to introduce students to a whole new world of skills.

In 1963, we were told that we had better get on with the job of training the disadvantaged and the handicapped. We did nothing. In 1968, we were told that we had to spend 25 per cent of our funds educating the disadvantaged and the handicapped.

Today we need more specialized people to go into the business world. Business education needs to be brought under the umbrella. Agriculture and home economics must go to business.

North Carolina is changing to a good balance of agriculture and industry; therefore, we must wake up and train for industry -- home building and others.

In agriculture, the demand is that we turn out specialists who have agricultural backgrounds to specialize and diversify. We must offer more courses to train youth in occupational industries.

To meet the present demands, the State Department has effected certain changes. Among these have been the following:

1. Reorganization of the whole field of the occupational department,
2. Move to man months instead of positions (the problem here is that administrators are not consulting with occupational

teachers about the use of these months),

3. More flexibility for local administrators and teachers so long as needs are being met,
4. Responsibility placed on shoulders of local boards of education (local people plan local programs -- make changes and mistakes),
5. State Board of Education set up plans to build facilities for local groups with federal funds.

For future success of the program, we must do away with divisiveness. Teachers must be concerned with the whole program. There must be unity amid diversity. Our program must be relevant, practical, interesting, and flexible.

There must be articulation of all course offerings to weave together something that will result in a design for living.

The whole child must be educated in a whole manner of which occupational education is a strong part. The time is here now when we can get on the crest of the wave.

You have within your hands the power to change the lives of the students. As teachers, pick up the job and walk the second mile.

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SUMMARY OF SEMINAR REPORTS

SOME PROBLEMS AND ISSUES

The first day of the Institute the participants, in seminar sessions, focused attention on identifying problems and issues as follows:

Problems and Issues in Developing Programs and Teaching the Dis-Advantaged	What We Believe Can Be Done	Who We Believe Can Help
1. Funds for working with the disadvantaged		Local administrators and businesses in the community
2. Grouping the disadvantaged within your particular group	Heterogeneous grouping should be done so as to enable students to learn from each other	Teachers should have this responsibility
3. Developing a program to meet the needs of both the disadvantaged and regular student when both groups are registered in the same class	Minimum grouping; Individualized instruction will help meet the needs	
4. Preparation and training of instructors who are to work with the disadvantaged	More workshops and programs should be conducted	
5. Identification of the disadvantaged, i.e. socially, economically, emotionally or educationally disadvantaged	Student evaluation	Teachers, parents, guidance counselors
6. Gaining confidence of the disadvantaged student	Better teacher-student relations	
7. Orientating administrators (top levels and principals) to the programs for disadvantaged	Better referral programs	Cooperation of community service groups

Problems and Issues in Developing Programs and Teaching the Dis-Advantaged	What We Believe Can Be Done	Who We Believe Can Help
8. Curriculum planning to meet the needs of the disadvantaged	In-service training program for the teachers	Colleges, universities, local administrators, Boards of Education, teacher organizations
9. Time and teaching loads as factors in working with disadvantaged	Reduce teacher load; diversify teacher load; involve parents	Local administrators (principals) teachers, deans, and counselors
10. Motivation a. student b. teacher c. administrator	Encourage student participation through clubs, social gatherings	
11. Recognition of the "real" disadvantaged pupil	Observation and investigation	Present and former teachers, counselors, parents, superintendents, principals, deans, and other school personnel
12. Planning for programs on part of administrative staff, with proper consistent allocation of funds State-wide	State Department personnel recognizing need for consistency with local directors	State Department personnel, area directors, and vocational guidance counselors
13. Selection of appropriate teachers, with patience, interest and with the "heart" to cope with the problems forcing one to be classed as the disadvantaged	Institutes planned on the in-service basis, conferences to train counselors who are not vocationally oriented, group meetings with teachers directly working with the disadvantaged	Superintendents, local vocational directors, principals, guidance counselors

Problems and Issues in Developing Programs and Teaching the Dis-Advantaged	What We Believe Can Be Done	Who We Believe Can Help
14. Supportive services as social agencies, health departments,etc.	Help with preventive, as well as, corrective care, promote educational media with the primary motive to elevate the disadvantaged to upper levels comparable to the more affluent	Coordinators, principals, counselors, lay persons interested in working cooperatively with the educational effort totally
15. Vocational counselors adequately prepared to counsel from the crux of the problem to the level of uplifting or removing the child from one level to another	Colleges to institute a more adequate program to train strictly vocational counselors with prior experience with heterogeneous teaching groups either on an in-service basis or for college credit	Colleges and universities working in conjunction with local superintendents and local vocational directors
16. Creating community awareness	Increased communicative media - newspaper releases, radio, television, etc.	Local administrative personnel and directors of mass media establishments
17. Developing rapport among all school personnel	School group sessions	Principals, coordinators of departments, counselors

ATTITUDES AND BEHAVIOR OF THE DISADVANTAGED

This We Believe	This Should Be Done	These People or Agencies Can Help
Disadvantaged are frustrated and have a negative self-image and attitude. The norms and standards have contributed greatly to the making of the disadvantaged. We further believe that if the teachers set up a trust level by being true and honest with the student he would come to us and discuss his experiences and problems thus setting up an atmosphere for meaningful communication.	Develop procedures to identify the disadvantaged and handicapped -- a. pre-inventory students b. orientate entire faculty to criteria for identifying the handicapped c. organize a committee composed of all available resources and plan a workshop for the faculty d. make handbooks available to the participating schools Providing for individual differences -- a. modify curriculum and teaching areas to meet individual differences 1. Team Teaching 2. Faculty Planning 3. Student-Buddy System	Homeroom teacher; occupational teacher; guidance counselors; State Department personnel; teachers from other areas.

HOW MAY COOPERATIVE WORK PROGRAMS AND STIMULATED WORK PROGRAMS BE DEVELOPED AND IMPLEMENTED FOR THE DISADVANTAGED? (ESPECIALLY IN CITIES -- BUT WHAT ABOUT RURAL AREAS?)

This We Believe	This Should Be Done	These People or Agencies Can Help
By setting forth aims and objectives; developing a philosophy; team teaching; in-service training sessions.	Orientate the superintendents, principals, counselors, and other school personnel of the importance of such a program in both rural and urban areas -- community surveys; careful planning of work load of pupils.	Advisory Committee to aid in accomplishing goals; local school personnel.

HOW MAY TEACHERS PROVIDE FOR INDIVIDUAL DIFFERENCES OF STUDENTS?

This We Believe	This Should Be Done	These People or Agencies Can Help
Reduced teacher loads; motivational procedures; use of student helpers; home-school coordinators.	More individualized instruction	Community resource persons; local school personnel; group teachers working for common goals.

HOW CAN THE FILM STRIP BE USED IN THE TEACHING-LEARNING PROCESS IN YOUR SITUATION?

This We Believe	This Should Be Done	These People or Agencies Can Help
As supplementary teaching materials; add more meat to skeleton teaching; inject knowledge to areas allied to specific teaching areas.	After units of instruction are introduced -- spontaneous teaching.	Local school personnel; administrative personnel supporting purchasing by allocations of funds.

HOW CAN ALL OCCUPATIONAL TEACHERS IN A SCHOOL WORK TOGETHER TO BETTER BENEFIT THE DISADVANTAGED? ALSO, HOW CAN THE ENTIRE SCHOOL FACULTY WORK TOGETHER IN A BETTER WAY?

This We Believe	This Should Be Done	These People or Agencies Can Help
Involve parents and other lay persons to benefit the disadvantaged; involve other faculty members; occupational mixes -- team teaching.	Work on general community problems; plan programs together - team teaching; plan committee to work out plans and distribute plans to others; occupational teachers orientate others; and occupational mixes.	State Department of Public Instruction; Board of Education; local administration, and P.T.A.

HOW MAY TEACHERS PROVIDE FOR INDIVIDUAL DIFFERENCES OF STUDENTS?

This We Believe	This Should Be Done	These People or Agencies Can Help
With smaller teacher loads there will be more time for individualized instruction.	Smaller teacher loads -- pin point maximum loads -- prevail upon State Department - then local administration;	Community leaders; church leaders; Social Service Agencies.

let students help in teaching--student centered, seating arrangement, buddy-system, team teaching, understanding.

INVOLVEMENT OF PARENTS, OTHER TEACHERS, OTHER AGENCY PERSONNEL AND THE COMMUNITY IN PROGRAM PLANNING

This We Believe	This Should Be Done	These People or Agencies Can Help
The business of involvement becomes a rather complicated business. How to involve parents, other teacher, other agency personnel and the community in program planning is a serious question. Teachers of the disadvantaged need to be seen in settings other than the classroom. (We can communicate better if we are more realistic with our students).	Parental involvement could be acquired through some of the following ways: Parents' Clubs, Parents on Advisory Committee for Disadvantaged; parents as chaperones for school or club activities; parents as class speakers; invitations to parents to attend class, banquets, installation ceremonies of club officers; home visits; parental conferences at school. Other teachers could be involved as follows: Team teaching; field trips with other teachers; sharing equipment, supplies, etc., when feasible; helping other teachers with extra-curricular activities (teachers should be involved with more than classwork); working more closely with other vocational teachers; use the services of guidance counselors in testing and evaluating. Specifically, the Social Services Agency can assist in pointing up the basic needs of disadvantaged children in these areas: Financial, evaluation of capabilities; psychological evaluation.	Involvement becomes a long detailed business of trial and error where many key persons, many interested persons, many dedicated persons look at a skeleton outline, share common points of view and come up with a program which they think will meet the needs of the disadvantaged in their respective communities. It goes without saying that the teacher is the key to the success of his or her program.

These agencies are in a position to offer suggestions about and possible solutions to availability of jobs.

Community involvement can include varied activities and persons: Work with the minister, church youth groups or other local youth organizations; employer-employee relationship after the organized training period is finished; requesting from employers or management anything that can be salvaged or used in the program; use of community persons as guest speakers, i.e., speakers from the telephone company, beauty supply houses, beauty salons, etc.; job placement commitments from employers; pre-planning orientation.

WAYS TO INVOLVE STUDENTS IN PROGRAM PLANNING FOR THE DISADVANTAGED

This We Believe	This Should Be Done	These People or Agencies Can Help
Provide a friendly atmosphere in an attractive environment; use autobiography as a subjective technique for collecting data: Structured and Unstructured. Plan contents of a good program; know the role of the teacher; past and future; have knowledge of selecting a career in the light of present demands; coordinate community resources and people.	The first day of school and everyday thereafter, provide friendly atmosphere in an attractive environment. The first day of school and at end of course, refer to structured and unstructured autobiography found on Pages 22-23 of Handbook for Evaluating Disadvantaged and Handicapped Students for Planning Occupational Education Programs. Compile teaching materials from autobiographies. Use the following methods to plan a relevant	Teacher; teacher and student; Advisory Committee, students, faculty, principal and subject-matter teachers; Public Health Department, social workers or services, clergy, churches, rehabilitation services, and many others.

program: Student orientation; realistic objectives; flexibility of course, sequence, choices, needs of students in accord with student enthusiasm (survey); cooperative planning; creativity of students; problems stated by pupil-teacher; activities with built-in involvement of students; field trips; support services; source materials; up-to-date textbooks, other references; films and filmstrips; change role of teacher from autocratic to democratic. Make a survey of the community -- compile findings; stimulate interest in students through a well-defined program of opportunities which will meet student needs; fully coordinate program with faculty support for recruitment; determine qualifications, years of training, wages; hold conferences; conduct field trips, and students make study of community resources and resource people.

COORDINATION AND DISSEMINATION OF COMMUNITY RESOURCES

This We Believe	This Should Be Done	These People or Agencies Can Help
One should know his community: Industries, available services; social and civic organizations; population and distribution; outlook for employment. School and community relationship should be centered through public relations: Community's	Community survey taken; conferences held, workshops and classes conducted, field trips taken; speakers scheduled; visual aids and part-time work experiences provided; publications disseminated.	Bankers, industrial supervisors and white collar workers; Civil Service employers and employees; lawyers; medical doctors; blue collar workers; politicians; and educators.

understanding and acceptance of school and school program; school's understanding needs of industry, and industry's understanding needs of the school.

DISCOVERING RETARDED READERS AND IDENTIFYING THEIR SPECIAL NEEDS

This We Believe	This Should Be Done	These People or Agencies Can Help
Subject matter teachers can efficiently teach reading by identifying different types of retarded readers; distinguish between the child who has not been taught to read and the slow learner; see if it is an educational problem; distinguish between students that can be helped and ones that need more specialized teachers to assist them.	Use various methods of identifying types of readers; administer standardized tests; use any and all guidance and counseling services available; use services of reading teachers; make use of parents.	Use several methods for improving reading; help children to read with a purpose; increase the vocabulary of one's own subject and transmit it (vocabulary) to the student; teach student how to take good notes; teach student how to make good outline; and teach vocabulary skills.

CAN PARENTS AND/OR COMMUNITY BE EFFECTIVELY UTILIZED IN DEVELOPING BASIC SKILLS FOR OUR CHILDREN?

This We Believe	This Should Be Done	These People or Agencies Can Help
Many parents can help at home by serving as tutors; resource material should be provided in the home; the community can help the child by making him feel a part of the community; let the parents know what is going on in the classes; continuing education should be provided, and volunteers should be used in the schools.	Enrichment activities should be provided; parents and people in the community should encourage the child to want to learn new skills; contracts or individual pupil assignments should be sent home so that many parents will be able to help their child as a result of their knowing what is expected of him.	Parents, Guardians, Social Workers, Counselors, and Teachers.

BUILDING WORD RECOGNITION AND COMPREHENSION SKILLS FOR RETARDED READERS

This We Believe	This Should Be Done	
A list of words, related to experiences, should be provided for students each day. Students may bring in words to share in class; the words "etymology" and "analysis skills" should be studied. Useful flash cards, games, and pictures should be provided for word recognition and word association. A resource center should be set up including tape recorder, filmstrip, records, and earphones.	Search text material; get meaningful words from conversations, newspapers, magazines, radio or television. Get cross section of words from various students; help student perceive what a word in through analysis skills.	

EVALUATING PROGRAMS ACCORDING TO OBJECTIVES

This We Believe	This Should Be Done	These People or Agencies Can Help
The program objectives should be sequential. Objectives should be geared to suit the basic needs of students. Resulting goals of objectives should be matched with those set forth in the outset of the program. Objectives should be well-defined, feasible and workable to meet needs of students.	Use the objectives as a guideline. Use various methods of identifying and planning comprehensively.	Students, teachers, employers, and parents.

THE NEED FOR SUPPORTIVE SERVICES AND WORKING WITH COMMUNITY RESOURCES

This We Believe	This Should Be Done	These People or Agencies Can Help
Supportive services are needed: To reach more people in the community which will in turn provide more services in a broader way. To develop the whole child economi--cally, socially, morally, religiously,	Interaction of community resources in conjunction with student involvement; community surveys; parent-student interest groups; home visitations on part of agents of the services	Social Services: Health Department, Vocational Rehabilitation, Church groups, civic groups, medical professions; home-school coordinator, politicians, merchants, industry

physically, emotionally, and educationally. To improve the mental capacity of students. To obtain community cooperation in aiding the school to provide services to the children with special needs. We believe that teachers of the disadvantaged should involve all agencies.	or an appointed person working in the interest of the child; solicitations by persons competent and efficient enough to obtain services without stigmatisms. Involve all individual community resources (representatives) or a committee to help plan the program (Advisory Committee). Bring resource persons in to explain the resources available for use.	leaders, farm organizations, school clubs, parents, teachers, libraries, law enforcement officers, agricultural and home economics extension services, recreation departments, Armed Services, school psychologists. Neighbors and friends; and other related community resources.

CHARACTERISTICS OF RELEVANCY AND BUILDING IN SUCCESS FACTORS

This We Believe	This Should Be Done	These People or Agencies Can Help
We believe that the program for the disadvantaged can be designed to fit the immediate needs of the student.	The program should be designed to meet the needs of students; be of interest to students; provide motivation; have built-in involvement; creative; utilize supportive services; based on realistic objectives; student oriented, and also flexible.	All agencies in school (counselors, etc.) Community Agencies - Civic, Religious, Business and Industry, Vocational Rehabilitation, etc.

HOW CAN A PROGRAM FOR DISADVANTAGED STUDENTS PROVIDE LEARNING EXPERIENCES WHICH WILL ASSIST THEM IN THE DEVELOPMENT OF POSITIVE ATTITUDES TOWARD THEMSELVES, THEIR SOCIETY, AND WORK?

This We Believe	This Should Be Done	These People or Agencies Can Help
The course offerings should be practical and useful. The course should be flexible. The program should be geared towards the students' capabilities, and the lessons should be more meaningful.	Individualized instructions; involvement with students; more meaningful lessons; small class loads; successful, student-oriented curriculum -- Let student know you care.	Faculty -- Teachers and Principals; Supervisors, Parents, and Special Services.

PROVIDING ADEQUATE EXPERIENCES FOR SECONDARY STUDENTS FROM CULTURALLY DEPRIVED BACKGROUND TO PROMOTE GROWTH IN READING

This We Believe	This Should Be Done	These People or Agencies Can Help
A study of phonics is essential in developing desirable skills in reading. Poor reading ability should not be used as a criterion for designating a student as disadvantaged or "special education" as is being done in many units. Johnny, who could not read, was not a little black boy, but a symbol of all little boys and girls with reading difficulties.	All teachers can provide vocabulary building experiences. Example: Occupational teachers can provide words peculiar to their area. Pairing of students can help (students tend to learn from one another as there is less tension present). Micro-teaching should be practical when feasible. Parent-teacher conferences - at school or through home visitation - should be held to involve the parents. Special reading teachers should be employed on the secondary level as well as the elementary level, and test results should be analyzed and interpreted for parents.	All teachers; students; resource laboratories; specialists; student himself - once he has been properly motivated.

WHAT CAN BE DONE ABOUT THE INTERFERENCE PROBLEM OF NON-STANDARD ENGLISH?

This We Believe	This Should Be Done	These People or Agencies Can Help
The ability to communicate is basic to the advancement of any individual. Students should be encouraged to use acceptable English. However, students should not be penalized for using terms that are now in vogue.	Students should be given assignments to which they can see some relevancy. They should be encouraged to listen to certain television programs, such as National news. Public speaking activities should be encouraged, and teachers should be careful of their speech as they exert a great deal of influence on students.	All teachers, fellow students, television and radio newscasters.

PROVIDING SUPERVISED OCCUPATIONAL EXPERIENCES FOR THE DISADVANTAGED

This We Believe	This Should Be Done	These People or Agencies Can Help
Teacher should design flexible student oriented program. Course should be planned with students' interests in mind; program should provide motivation; have built-in involvement; be creative, and should be based upon realistic objectives.	Create situation where the student may react and learn what is being taught. Help develop code of behavior; teach students at the level of his development; give the student an opportunity to succeed, and provide meaningful activities.	Faculty -- teacher, counselor, principal; Social Service Agencies; potential employers, and Vocational Rehabilitation.

ESSENTIAL FACTORS IN PROGRAM PLANNING AND ORGANIZATION FOR THE DISADVANTAGED

This We Believe	This Should Be Done	These People or Agencies Can Help
Practical orientation to jobs; teaching manipulative skills; field trips; preparatory programs; use of community surveys; exploratory programs; resource people; Want Ads from local paper; work-study programs; students should be identified, equipment provided; type of curriculum suited to needs of students should be determined; qualified personnel should be selected; students should be motivated to a point where they are eager to learn; and attention should be given to proper scheduling of classes and time.	Keep hands on experience; provide shop to teach skills to students; visit industries so students can see employees at work; provide program ; use speakers; collect want ads of jobs available in the community; give students intensive training. Students should be observed, their test performance and test scores, checked. They should be involved in planning the program. Institutes, workshops, and other inservice training should be provided. Classes should be limited to 15 students.	Librarian, principals, other teachers, occupational teachers; superintendents; Advisory Council; counselors; Social Service; School Board; State Department of Public Instruction; students; Vocational Rehabilitation.

HOW CAN A PROGRAM FOR DISADVANTAGED STUDENTS IDENTIFY THE POTENTIAL DROP OUT AND TO PROVIDE SUCH INDIVIDUALIZED INSTRUCTION AND RELATED SERVICES AS ARE NEEDED TO RETAIN SUCH STUDENTS IN SCHOOL UNTIL THEY ARE PREPARED TO ENTER THE LABOR MARKET OR TO CONTINUE THEIR EDUCATION?

This We Believe	This Should Be Done
The potential drop-out student can be placed in certain categories. The reserved student may possess one or more of certain characteristics: a. is usually quiet b. is withdrawn c. is unhappy d. underachievers e. daydreams f. is "picked on" by peers g. is poorly dressed h. has poor health and health habits i. has physical defects j. comes from a large family or a broken home The boisterous student may be described as follows: a. loud b. disturbs others c. sometimes destructive d. horse-plays excessively e. center of attention f. quick to accept new fad g. bored if discipline is maintained h. not receptive to constructive criticism i. uses profanity or vulgar language excessively j. high interest in dope and/or alcohol.	Utilize the work-study program in the most relevant form. Utilize the cooperative school for pregnant students where available (Salvation Army Homes may also prove helpful), and utilize the I.V. or other such programs. Help provide food and clothing for students who may be potential drop-outs because of poor image among peers. Try to get someone from the family or an outsider who realizes or has experienced the hazards of being a drop-out to confer with the student. "Big Brothers" idea may work in some instances. Help the student set objectives and goals which can be reached, and which will enable him to enter the world of work or additional education.

TYPES OF ACTIVITIES TO ENHANCE STUDENT LEARNING

This We Believe	This Should Be Done
Student should be involved in planning program; provided community oriented activities - field trips and local resource people. Student should be provided with individual instruction; exposed to role-playing or brainstorming ; new ideas, such as those found in AVA Publications should be employed. Educational games and programmed materials may be used with project work completed by students; continuity should be provided.	Utilize student-teacher; student-teacher-parent planning; use resource people who can give realistic information to the students, and use material which is on the level of the student, but which will challenge him.

GUIDANCE AND COUNSELING FOR THE DISADVANTAGED

This We Believe	This Should Be Done	These People or Agencies Can Help
In establishing the role of the Guidance Counselor, we believe: In a general sense, every teacher is a guidance teacher or provides some guidance for his or her students. Guidance counselors should be more occupationally oriented. Instead of doing a multiplicity of jobs, such as business education, typing, taking care of bus drivers' reports, etc., to be able to concentrate on her duties would be of greater value to the students. The guidance counselor should be fair and impartial in placing students in the occupations. They, like teachers, should be able to establish a degree of confidence in the students with whom they work. They should be familiar with the students and with the community. Home visits for the guidance counselor would also enable her to do a better job with the students.	The principal can do much to strengthen the guidance program. He should have a meeting at the beginning of the school year to discuss the program, details, implications, and involvement of other teachers in the program. A follow-up meeting with all of the faculty personnel should come at the end of the school year. The principal alone can do much to establish better relationships between the teachers and guidance counselor. Teachers need to be informed. They need to be well acquainted with the total program in order to give the support that is needed for the guidance program.	In the immediate school situation: The principal and other experienced people. Outside the immediate school: Supervisors, superintendents, consultants, staff, State Department of Pupil Personnel.
We believe that the whole child should be taught as an individual rather than as a packet.	Use pragmatic approach in course offerings.	Administrators -- Principals and supervisors.
We believe in the dignity to work.	Dispel the idea that work is a "dirty word".	Other teachers, students, and industry.
We believe that occupational educators (home economics and vocational agriculture teachers) were the first to teach students how to live...how to make a living!	Lift up individual programs----gear them to the "light of day", anticipate needs of students, and train for industry.	Teachers.

This We Believe	This Should Be Done	These People or Agencies Can Help
We believe that all subject areas can be practical; that guidance and counseling of students with special needs offer many opportunities for responsibilities.	Realize that learning is a personal thing--that it depends on who the learner is, what he wants to become, and what can be done about his goal.	Guidance Counselors, psychologists, and psychiatrists.
We believe that a label or concrete definition of the disadvantaged is difficult to describe.		
We believe in establishing goals that reach beyond high school.	Make use of student inventory.	
We believe that changes have occurred in education that have resulted in a much wider and more flexible program.	Responsibility for planning local programs be placed on local people.	Local people -- Advisory Board; Superintendent, Students.
We believe that unity of all teachers is important.	Single ideas be discarded for unity.	
We believe that program offerings should be relevant, practical, flexible, and interesting.	Program offerings be geared toward student needs today.	
We believe in a design for human life---- from the loom of education, two branches emerge: Occupational education and academic education.	Individual be directed to be what he can be.	Teachers have the power in their hands to "change tomorrow".

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HOW MAY NEW PROGRAMS OF OCCUPATIONAL EDUCATION BE DESIGNED IN RURAL NORTH CAROLINA FOR THE DISADVANTAGED?

New - Any program not currently being offered at the school.

1. In planning for new programs the training of rural students should be general rather than specific.
2. Training should provide practical experience for the work experience which may follow.
3. The special needs of these disadvantaged students should be considered.
4. Design a program that will include all phases of the curriculum in cooking, sewing, leadership, working with hands, etc.
5. Provide more practical experiences -- more laboratory and shop rather than so much theory.
6. Allow students to do something.
7. Provide them with a means of making money.
8. Provide them with the know-how for such new course offerings as:
   a. Job education work training program
   b. O. E. O.
   c. Cosmotology
   d. Horticulture - with emphasis on turf management
   e. Work-study program
   f. Cooperative office practice
   g. Food services
   h. Forestry
9. Encourage teachers to participate in inservice programs for teachers so that they will become knowledgeable.

HOW MAY TEACHERS PROVIDE FOR INDIVIDUAL DIFFERENCES OF STUDENTS

1. Assign outstanding students to assist other students with projects, etc.
2. Establish a tutorial service using the better students to assist slower students.
3. Reduce teacher loads.
4. Provide occupational kits so as to allow students to work at their own rate, i.e., establish a rotation schedule.

OUTREACH TO DISADVANTAGED

The seminar discussion got underway by first getting a working definition and meaning of the community. The small local community and the expanding community as it evolves and relates to national and world problems. The group considered the community structure:

A. Institutions and facilities
B. Organizations
C. Political structure
D. People
E. Money Power
F. People Power
G. Powerless People

Remembering to take that "look at ourselves", what do you see now as your role in the community? Keep in mind that "most" people in a community belong to some facet in its structure. The disadvantaged person belongs to the Powerless People role. (No one sees, hears, or cares about their problems) As you look at the community, do you really see the disadvantaged? Do you hear them? Do you care?

Each participant shared an experience in working with a "disadvantaged" student. Noteworthy attention was given to the following points:

1-Education is the motherhood to a community.
2-Teachers should get involved in political movements of the community. (By not being "involved" you are living in the past) -- things have really changed in this decade.
3-Stop straddling the fence about issues, controversial or not.
4-Don't always "fall on the safe side---take a risk.
5-Look at your community with a more concern, relate to the people---mingle with "grassroot" people (farmers, uneducated, undereducated, etc.).
6-Listen to the disadvantaged student rather than brushing him aside.
7-Never promise a student something before you know if it can be delivered; and if it cannot then know the alternative.

Do you realize what's happening in the community is happening to the people? Consider teacher-teacher relationship...Are you prejudiced towards each other?...Is it age versus youth?...Or some other mal practice? Teachers should endeavor to establish rapport with peer groups, the administration, county and local officials, community leaders. The image of the teacher must extend beyond the classroom setting. Outreach to the disadvantaged strives for motivation. Of course, we know that motivation does not come over night...but it does come by working with disadvantaged, that's what really counts. Plan tours, use resource persons (and not always the educated person).

Parents are sometimes images of their children...so the child sees and thinks of the teacher...so does the parent. Do your job as a teacher and get involved in community movements. Consider, and see the plight of the migrant worker, who has no ambition beyond the day at hand. Other disadvantaged as well as this group must be made to understand the meaning of poverty, its definition and its strong hold on society. "Poverty is blind." Sometimes the individual most affected really does not know that by virtue of a certain economic level, he is disadvantaged and poverty stricken.

Teachers must be honest with students. Let them know that you see them and their needs and let them know that you care -- not just pretend. Some teachers have been compared to a windowpane - "so thin that they can be seen through". To the teachers -- advantage become familiar with anti-poverty movements. I call it the A, B. C's of Manpower Development Corp. Teachers must see themselves as a central figure of the community-become involved. Are you an active member of the community? Or do you just belong?

A STEP AWAY -- ARE THEY THE "PUSH-OUTS"?

The mobility progran - now a facet of the Manpower Development Corporation - had its inception as a part of the North Carolina Fund. According to Mr. Rush, the subject of disadvantaged should not be too difficult for us because many of us are just a step wayy from it. For four years those workers engaged in the mobility program were engaged in moving disadvantaged, untrained rural people into the Piedmont area -- Greensboro and High Point. Earlier in the program but not any longer, families were being moved into Lexington. Moving is a traumatic experience and it has been found that adults resent moving much more than youth. Relocation in rural areas depend upon the availability of jobs.

Training for the disadvantaged is fine if they are employed as trainees or if they can see a job as an end result. These people are unable to make long-range plans. They must see something now. They must be able to see returns for their efforts. In this connection, Dr. Ellis mentioned a study made of disadvantaged children. The question was asked, "Would you like to have one sucker today or two suckers tomorrow?"

In working with the disadvantaged we must remember that every individual is important, that he needs to be treated as an individual, unique and different. There is that struggle for identity, everybody wants to be somebody.

Some people don't have confinence in the system because it is responsible for the status of black men. In many homes there is no male image. Economics has robbed the black man of his image. In many instances there are no real systems of values for these people. While we must work honestly, fairly, and sympathetically with these people, we should not impose our wishes on them, rather we should encourage them to work at the thing they want most to do. We can help these people to become more self-confident.

Because the system is not meeting the needs of these students they become "push-outs" rather than "drop-outs". Broader course offerings in school with many more electives would be a real boost to these disadvantaged students. As teachers, we can do much to help these students by assuring them from day to day that we are genuinely and sincerely interested in their welfare and we are there to help them.

STRUCTURING GOALS AND PURPOSES FOR MEETING THE NEEDS OF THE DISADVANTAGED

We Believe the following:

1-The major issues facing education relative to vocational education are true according to those outlined by the Director of Occupational Education...Teaching the whole child; being defensive of your own vocational program; instilling the dignity of work into students.

2-Preventive education attacks the source of the problems facing students and administrative staffs.

3-There is a need for more specified graduates to meet the needs for trades in industry which in turn projects responsibility to the needs of the State.

4-Reorganization of the State Department does not allow now for a more comprehensive educational program, but, in the long run, may prove beneficial to the program in occupational education. Permitting wider flexibility to local directors, in many instances, causes inconsistency in the total occupational programs in areas.

5-The power to change tomorrow with hands and energy of students is relevant. Basic concepts of Christianity teach us that work is a way in this world which makes the living.

6-More recognition is needed of the invisible "Poor".

7-We should recognize the students are "victimized students" seeking help in the occupational areas.

8-Teachers should have defined aims.

9-Aims of teachers are accomplished by behavioral changes in students.

10-Tests are to serve as indicators and directors only.

11-Oral communication is always the best motivation skill and still the best method of reaching the student as far as relating to him.

12-Teachers should realize that the child is searching for who he is, what he can become, and what kind of person he will be, and what occupational area he wants to be in.

13-Teachers should reduce material to pupil's level of achievement.

14-All teachers cannot do what good teachers can do.

15-More occupational knowledge should be provided to counselors.

This should be done:

Cooperate with State officials in helping to make the programs in vocational education profitable for all.

Work to an end degree in total rather than individual counties working separately.

Occupational teachers should be willing to walk the second mile of the way with students to better help them to develop more marketable skills.

Be willing to remove poverty levels which promote educational planning.

More correlation of subject matter; researching of oneself; internalizing behavorial changes; helping students to have greater empathy, not sympathy.

These people can help:

Administrative staff;principals; counselors; occupational teachers; and counselors orientated with more occupational knowledge.

ATTITUDES AND BELIEFS TEACHERS MUST POSSESS OR DEVELOP TO REACH OR MOTIVATE DISADVANTAGED STUDENTS

1-The teacher must practice fairness with a genuine interest toward all students.

2-He must believe that all students can achieve or improve themselves.

3-The teacher must respect the interest of the students.

4-The teacher must believe in individualized instruction.

5-The teacher must believe that students must have a hand in program planning.

6-The teacher must have an open mind and be willing to accept criticism.

7-The teacher should make it known that his purpose is to help each individual reach his full potential.

8-He must accept each individual as a human being worthy of an education.

9-He should help to keep the total chain of learning strong.

THE PROBLEMS OF THE DISADVANTAGED

ECONOMICALLY DEPRIVED
A-Problem--Has a real need for finance or money.
B-Strategy--Work with student; give him good training for good job

CULTURALLY DEPRIVED

A-Problem--Has little or no appreciation for cultural experiences or the fine arts, i.e., art, music, poetry, literature, etc.; has little appreciation for tennis, golf,etc., because he has not been exposed to them.

B-Strategy--Broaden student's experiences by exposure to the fine arts through movies, assemblies, group meetings, art shows, symphonies, etc.

SOCIALLY MALADJUSTED

A-Problems--Defies all rules and regulations; unable to communicate; feels insecure or has a feeling of not belonging.

B-Strategy--Work with these students so that they may become success oriented; help them to realize that they are important and that these are persons willing to work with them.

HANDICAPPED

A-Problems--Hearing - unable to do assignments because they do not hear well; Sight - unable to do assignments because they do not see well; Speech - impediment makes them self-conscious so they do not talk much; Crippled or Otherwise Physically Handicapped - Unsafe, unable to use machinery, unable to keep up on field trips.

B-Strategy--Aid the students in securing the props they need to help them cope with their handicaps.

TRANSITION FROM SCHOOL TO WORK

Work-Study Programs and Cooperative Programs

1-Orientation of students to work--changes, basic understandings
2-School and business--partners in education
3-Basic understandings of work-study
4-Work,**training** and education in our society.

Educating Youth to the "World of Work"

1-Teaching disadvantaged the importance of dignity of work
2-Teaching understanding of our society--economics of living
3-Teaching basic traits of living and work
  A-Honest, respect, tact, loyalty, attitudes, expectations of man, etc.
  B-Employer-employee relations
  C-The place of work in our economic picture
  D-The student as an individual in the world of work; his benefits, needs, attitudes, aptitudes, and training requirements
  E-Acts by Government which aid "work"
  F-Earning a living -- skills to earn a living
  G-Programs.

CHECKLIST OF COMMUNITY RESOURCES

Community resources are numerous and varied. All are important in the teaching of the disadvantaged. A few are listed as follows:

A. Agencies
   1-Social Service Department
   2-Mental Health Services
   3-Vocational Rehabilitation
   4-Health Department
   5-North Carolina Bureau for Deaf
   6-Childrens' Courts
   7-Employment Security Commission
   8-OEO - NYC - LINC
   9-Others as needed (local school boards, civic clubs).

B. Salvaged materials from businesses for teacher's use.

C. Business people, parents and laborers as lecturers, demonstrators, speakers, and teachers in units of instruction.

D. Teachers speak to various clubs in community.

E. Church - school relations.

F. Business - school as partners in educating and training disadvantaged.

G. Other services as needed where feasible and other agencies, etc.

FIELD TRIP TO DISADVANTAGED PROGRAMS AND AREAS IN GUILFORD COUNTY

On Thursday, July 23, a tour, composed of the participants involved in the workshop, toured areas in Greensboro relating to Disadvantaged Programs. Mrs. Grace Hodges, a member of the Guilford County Economic Opportunity Staff, served as guide on bus for the tour. The group first visited the Linc Center located on Silver Avenue. This training center was once the site of a church, but now is used as a desirable center for Head Start and Day Care Children. The center is composed of 15 Blacks, 15 Whites, and 15 American Indian Children, according to Mrs. Elizabeth Warren, Food Service Director. She also mentioned that, if the number falls down in any group, this race is recruited to fill the vacancy to keep the school on a proportionate basis.

The center proceeds on the philosophy that every child must develop a positive self-image. His natural curiosity serves as a motivation for many worthwhile experiences. The children enjoy many of the same experiences as those provided for children in private kindergartens. They are free to explore, investigate, ask questions, participate or not participate in groups. The children are allowed to be children. Many activities go on; many parents are involved; and a very detailed program is in operation.

Miss Connie Huggins, a junior in high school, was the guide for the Linc Center. She works with the Neighborhood Youth Corps during the summer. The Linc Center was toured in this order: (1) Training Center, where people were trained to work at the center; (2) New Careers Room, where adults were busily engaged in arts and crafts work; (3) Resource Unit or Room, where manipulative number patterns, block building materials and language developmental materials were located. The Room was well organized. The group then visited the workshop, and a teacher was found there working with a group of three students. The workshop was the site of many projects made by children whose ages range from 7-12. The guide stated that a man supervises them at all times while they are in the shop.

Next, the group visited a classroom where a teacher worked with 5-6 year olds, and then the Food Service Department. There were two workers in the Food Service Department.

The Director, Miss Barbara Ferguson, spoke to the group on the playground. In a discussion with her she mentioned that each day is used for planning and evaluating. The playground is an extension of the learning that takes place within the center.

Interestingly enough, playground equipment was made from surplus, discarded, old material. Spools from the telegraph company had been used for playground seats; old pipes for a jungle gym. A garage in the playground area was so planned that it could be set up as an out-door classroom when needed.

Other places observed on the tour were public housing sites, hospitals, the Health Department, and the Metropolitan Day Center.

The Tour was well planned, and served as an incentive for participants of the Institute to try to become involved in similar programs in their communities to help the disadvantaged.

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APPENDICES

APPENDIX A

PROGRAM

Monday, July 20, 1970

Chairman - Dr. A. P. Bell, Professor and Chairman
Department of Agricultural Education
and Institute Director

9:00 Registration and Acquaintance Hour

10:00 Greetings.................................Dr. G. F. Rankin
Dean, Academic Affairs
A & T State University

10:15 Introductions.............................Dr. W. T. Ellis
Associate Professor
Agricultural Education

10:25 Orientation to the Institute................Dr. A. P. Bell
Director

10:45 Keynote Address.......................Dr. Robert N. Dorsey
"Strategies for Understanding the Disadvantaged Youth - An Approach to Successful Teaching"
Psychologist
Program for the Disadvantaged
Escambis County Board of
Education, Pensacola, Florida

11:45 Discussion or Question and Answer Period
12:00 Lunch
1:30 Reactor Panel
2:30 Speaker's Reaction to Panel
3:00 Recess
3:15 Seminar Discussion Groups
4:30 Adjournment

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Tuesday, July 21, 1970

Chairman - Dr. Howard F. Robinson, Director of
Research

8:30 Seminar Reports

9:00 The Program for the Disadvantaged
in North Carolina.......................Mr. Nurham Warwick
Consultant
Special Needs Program
Mrs. Marie C. Moffitt
Consultant
Special Needs Program

10:30 Recess

10:45 The Program for the Disadvantaged
in North Carolina (continued)

12:00 Lunch

1:15 Research Findings With Implications for Developing Programs for the Disadvantaged............Dr. LaMyra H. Davis
Professor and Associate Director
The Institute for Research in Human Resources
A & T State University

2:15 Recess
2:30 Seminar Sessions
4:00 Seminar Reports
4:30 Adjournment

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Wednesday, July 22, 1970

Chairman - Dr. W. T. Ellis, Associate Professor
Agricultural Education

8:30 Manpower Development Corporation.............Mr. Jim Godwin
Director
Program Administration
Goals - Purposes
Whom does it serve
How does it function
Resources to share
Present Programs

9:30 Questions and Answers
9:45 Recess
10:00 Introduction of Film
10:05 Film - "In The Company of Men"
11:50 Discussion of Film
12:00 Lunch

1:30 Group Workshop..............................Mr. Jim Godwin
Vocational Teachers and Classroom Teachers
(70 people, 4 or 5 groups)
This is a paper used in MAP:
Define Disadvantaged
Attitudes and Behavior of Poor

1:40 Group and Room Assignments --
Group Leaders -- T. Wallace Group 1
F. Rush " 2
J. Godwin " 3
Counseling the Disadvantaged P. Thomas " 4
Outreach to Disadvantaged R. Locklear " 5
2:45 Recess
3:00 Group Workshops (continued)
4:00 Wrap-up -- Questions and Answers..........Mr. Jim Godwin
4:30 Adjournment

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Thursday, July 23, 1970

Chairman - Mr. M. P. McCleave
Instructor of Horticulture

8:30 Seminar Reports

9:00 Disadvantaged Programs..................Mr. Charles Davis
Executive Director
Guilford County
Economic Opportunity
Council and Staff

10:30 Recess

10:45 Disadvantaged Programs (continued

12:00 Lunch

1:30 Field Trip to Disadvantaged Programs and Areas in Guilford County

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6:00 Dinner Meeting

Speaker...............................Dr. W. C. Boykin
Teacher Educator and Head
Department of Agricultural Education
Alcorn A & M College
Lorman, Mississippi

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Friday, July 24, 1970

Bluford Library Auditorium

Chairman - Dr. A. P. Bell

8:30 Field Trip Reports

9:00 Learning Theories and Instructional Media....................................Dr. Ralph Wooden
Professor of Education and
Director, Audio-Visual Center
A & T State University

10:30 Recess

10:45 Learning Theories and Instructional Media (continued).....................Mr. Jerry W. Oliver
3M Audio-Visual Specialist
Cooper D. Cass Company
Greensboro

12:00 Lunch

1:15 Developing Relevant Programs for the Disadvantaged.........................Mr. V. B. Hairr
Chief Consultant
Occupational Education

2:15 The Disadvantaged Youth..................Rev. George Leake
Director, Opportunity
Industrialization Center
Charlotte
3:30 Recess
3:45 Seminar Sessions
4:00 Seminar Reports
4:30 Adjournment

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Monday, July 27, 1970

Chairman - Dr. Charles W. Pinckney, Professor and Director
Division of Industrial Education

9:00 Articulation of Programs for the Disadvantaged...........................Mr. M. S. Sanders
Area Director
Occupational Education
10:45 Recess

11:00 Utilization of Community Resources...........................Mr. Donald C. Iseley
Local Director
Occupational Education
Alamance County
12:00 Lunch

1:30 Panel - Community Resources
Vocational Rehabilitation.............Mr. harles H. Vitou
Vocational Rehabilitation Counselor
Education Rehabilitation Unit
Rockingham County School Systems

Health Department.....................Mrs. Mary Farthing
Health Educator
Guilford County Health Department
Greensboro

Social Services.......................Mr. L. M. Thompson
Director, Guilford County
Department of Social Services
Greensboro
3:00 Recess
3:15 Seminar Sessions
4:30 Adjournment

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Tuesday, July 28, 1970

Chairman - Mr. B. W. Harris, Chairman
Department of Adult Education
and Community Services

8:30 Seminar Reports

9:00 Goals and Purposes of Occupational Education in North Carolina..........Dr. Charles Law, Jr.
Director
Occupational Education
10:15 Recess

10:30 Guidance and Counseling of Students
With Special Needs................Mrs. Thelma Cumbo Lennon
Director
Division of Pupil Personnel
12:00 Lunch
1:30 Teacher-Counselor Panel
2:45 Recess
3:00 Seminar Sessions
4:30 Adjournment

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6:00 Micro-Teaching.......................Dr. Charles A. Reavis
Assistant Professor
Division of Education
UNC-C

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Wednesday, July 29, 1970

Chairman - Dr. W. T. Ellis, Associate Professor
Agricultural Education

8:30 Seminar Reports

9:00 Innovations in Program Planning for
the Disadvantaged..........................Symposium-Panel

.Mr. Willie J. Walls, Consultant
Occupational Education, Leader

.Mr. Don Jones, Superintendent
Kings Mountain Schools
"Special Program for Disadvantaged
and Handicapped - Grades 7-9"

.Mrs. Patricia Yarborough, Consultant
Occupational Education
"Occupational Mix Program"

.Mr. Danny Hardee, Supervisor
Pitt County Schools
"What the Middle School Program
Means for the Disadvantaged"

.Mr. Sidney Woody, Greensboro Public Schools
"Cooperative Programs for Disadvantaged
and Handicapped"

10:30 Recess

10:45 Discussion (continued)

12:00 Lunch

1:15 Developing Reading and Mathematical
Skills...............................Mrs. Carolyn Troupe
Principal
Whittier School
Washington, D. C.
.Mrs. Eliza Bingham
Reading Teacher
Greensboro City Schools

3:00 Recess
3:15 Seminar Session
4:30 Adjournment

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Thursday, July 30, 1970

Chairman - Dr. Albert Spruill
Professor of Education

8:30 Seminar Reports

9:00 The Disadvantaged Student and Attitudinal Development..............................Mr. James Burch
Assistant Superintendent
State Department of
Public Instruction

10:45 Recess

11:00 Symposium.........................Mrs. E. Bernice Johnson
Teacher Educator
Home Economics Education
A&T State University
.Mr. T. Carl Brown
State Coordinator in
Cooperative Education

12:00 Lunch

1:30 Motivating the Disadvantaged Through Special Activities, Teacher Attitudes and Program Organization..................Mr. C. B. Jeter
Assistant Supervisor, Ag-Ed
State Board of Education
Richmond, Virginia

2:45 Recess
3:00 Seminar Sessions
4:30 Adjournment

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Friday, July 31, 1970

Chairman - Dr. A. P. Bell

8:30 Seminar Sessions
9:00 Reports and Discussion
10:30 Recess

10:45 Panel -- Reaction of Education Leaders to Problems and Issues

12:00 Luncheon
Speaker.................................Mr. John L. Pride
"Educating the Disadvantaged Youth"
Education Program Specialist
Division of Compensatory Education
Bureau of Elementary-Secondary Education
U. S. Office of Education
Washington, D. C.

2:30 The "Wrap-Up"...............................Mr. Jim Godwin
Director, Program Administration
Manpower Development Corporation

3:30 Adjournment

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APPENDIX B

INSTITUTE PARTICIPANTS BY SEMINAR GROUPS AND COUNTIES

Group I

NAME	COUNTY
J. A. Brown	Harnett
J. H. Bullock	Jones
Edsel L. Daniel	Chatham
Robert S. Darden	Hertford
J. L. Faulcon, Chairman	Hertford
A. W. Jones	Person
Amon E. Liles	Vance
Mrs. Mabel H. Mabry	Durham
Oliver O. Manning	Sampson
Mrs. Betty P. McAllister	Orange
William Holmes McClure	Bladen
Mrs. Inez McKoy	Robeson
Jonas H. Phillips	Rowan
H. R. Sessoms	Columbus

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Group II

NAME	COUNTY
James A. Adams	Colombus
G. C. Corbett	Orange
Mrs. Shirley T. Herbin, Chairman	Durham
Gordow W. Herring	Moore
M. D. Jarmond	Hertford
Abner N. Locklear	Robeson
Mrs. Evelyn F. Robinson	Guilford
S. E. Selby	Pitt
J. D. Sharpe	Wilson
Bobby C. Spencer	Edgecombe
A. H. Williamson	Sampson
Willie J. Wall	Columbus

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Group III

NAME	COUNTY
Worthy C. Absalom, Jr.	Durham
Bobby L. Bennett	Durham
Paul A. Bradley	Pitt
Mrs. Andrew Belle Cobb, Chairman	Durham
E. R. Cooper	Columbus
Richard James Harris, Jr.	Wilkes
Charles E. Harris	Bladen
Mrs. Pecolia H. Jarmond	Hertford
Atlas Lewsi	Robeson
T. A. Redding	Vance
J. L. Rogers	Franklin
A. L. Scales	Guilford
James C. Withers	Chatham

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Group IV

NAME	COUNTY
Henry R. Alexander	Durham
John Edward Alston, Chairman	Franklin
Joseph D. Drumwright	Granville
Mrs. Elizabeth A. Edwards	Chatham
Richard B. Johnson	Martin
Daniel Jones	Chowan
J. T. Miller	Edgecombe
Mrs. Annie D. Pennix	Alamance
Johnie J. Peterkin	Bladen
Rudolph J. Pope	Northampton
Earl F. Simmons	Lenoir
J. E. Wilson	Vance
Milo P. Zuver	Mitchell

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